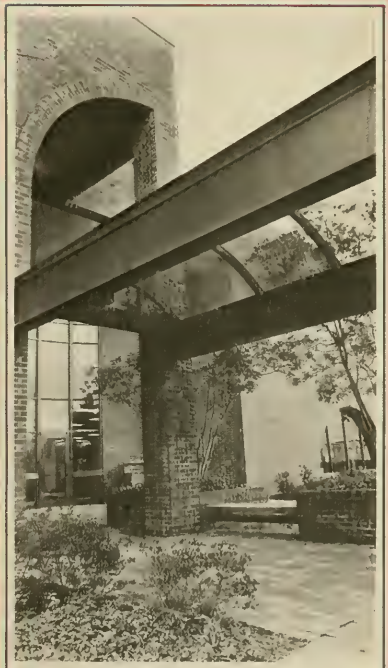
College of The Albemarle



1987-89 CATALOG

WHAT ARE STUDENTS?

STUDENTS are the most important people in our college.
STUDENTS are not an interruption of our work — they are the purpose of it.
STUDENTS are a necessary part of our business — they are not outsiders.
STUDENTS are not cold statistics — they are flesh-and-blood human beings, with feelings and emotions like yours and mine.
STUDENTS are people who bring us their needs — it is our privilege to fill those needs.
STUDENTS are deserving of our most courteous and attentive treatment.
STUDENTS are full partners in our effort to cultivate wisdom through knowledge.
STUDENTS are the life blood of this and every college.

June 1987

COLLEGE OF THE ALBEMARLE

Catalog 1987-1989

FOREWORD

All statements in this publication are announcements of present policies and are subject to change at any time without prior notice. College of The Albemarle reserves the right to make changes in program requirements and offerings, in regulations, and in fees. The college also reserves the right to discontinue at any time any programs or courses described in this catalog. While every effort will be made to give advance notice of any change of a program or course, such notice is not guaranteed nor required. This catalog should not be considered a contract between College of The Albemarle and any prospective student.

College of The Albemarle is committed to the principle of equal opportunity. It is the college's policy not to discriminate on the basis of race, sex, color, national origin, religion, age, or handicap with regard to its students, employees or applicants for admission or employment. Inquiries regarding compliance with this equal opportunity policy may be directed to the President of College of The Albemarle.

Unless otherwise indicated in a college publication, this catalog becomes effective September, 1987 and remains in effect through August, 1989.

MAILING ADDRESS

College of The Albemarle
P. O. Box 2327
Elizabeth City, North Carolina 27909
Telephone (919) 335-0821

1987

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ACADEMIC CALENDAR 1987-89

SUMMER QUARTER 1987

May 14,15	Thursday, Friday. Registration.
May 28	Thursday. Freshman and transfer student testing and orientation.
June 1	Monday. First day of classes.
June 5	Friday. Last day to register or add classes.
June 12	Friday. End of refund period.
July 3	Friday. Last day to withdraw without penalty.
July 6	Monday. Holiday.
August 4-7	Tuesday-Friday. Registration for fall quarter.
August 10	Monday. Last day of classes.
August 11-14,17	Tuesday-Friday, Monday. Exam week.
August 17	Monday. Summer quarter ends.
August 19	Wednesday. Commencement.

MINI-QUARTERS: SUMMER 1987

FIRST MINI-QUARTER

May 14,15	Thursday, Friday. Registration.
June 1	Monday. First day of classes.
June 2	Tuesday. Last day to register or add classes.
June 9	Tuesday. End of refund period.
June 10	Wednesday. Last day to withdraw without penalty.
June 22	Monday. Last day of classes.
June 23	Tuesday. Exams.

SECOND MINI-QUARTER

May 14,15	Thursday, Friday. Registration.
June 24	Wednesday. First day of classes.
June 25	Thursday. Last day to register or add classes.
July 2	Thursday. End of refund period.
July 3	Friday. Last day to withdraw without penalty.
July 6	Monday. Holiday.
July 16	Thursday. Last day of classes.
July 17	Friday. Exams.

THIRD MINI-QUARTER

May 14,15	Thursday, Friday. Registration.
July 20	Monday. First day of classes.
July 21	Tuesday. Last day to register or add classes.
July 28	Tuesday. End of refund period.
July 29	Last day to withdraw without penalty.
August 10	Monday. Last day of classes.
August 11	Tuesday. Exams.
August 19	Wednesday. Commencement.

FIVE-WEEK SESSIONS: SUMMER 1987

FIRST SESSION

May 14,15	Thursday, Friday. Registration.
June 1	Monday. First day of classes.
June 3	Monday. Last day to register or add classes
June 10	Wednesday. End of refund period.
June 17	Wednesday. Last day to withdraw without penalty.
July 6	Monday. Holiday.
July 7	Tuesday. Last day of classes.
July 8	Wednesday. Exams.

SECOND SESSION

May 14,15	Thursday, Friday. Registration.
July 9	Thursday. First day of classes.
July 13	Monday. Last day to register or add classes.
July 20	Monday. End of refund period.
July 27	Monday. Last day to withdraw without penalty.
August 13	Thursday. Last day of classes.
August 14	Friday. Exams.
August 19	Wednesday. Commencement.

EIGHT-WEEK SESSION: SUMMER 1987

May 14,15	Thursday, Friday. Registration.
June 17	Wednesday. First day of classes.
June 22	Monday. Last day to register or add classes.
June 23	Tuesday. End of refund period.
July 6	Monday. Holiday.
July 7	Tuesday. Last day to withdraw without penalty.
August 10	Monday. Last day of classes.
August 11-14,17	Tuesday-Friday, Monday. Exam week.
August 17	Monday. Quarter ends.
August 19	Wednesday. Commencement.

FALL QUARTER 1987

August 4-7	Tuesday-Friday. Registration.
September 8	Tuesday. Freshman and transfer student testing and orientation.
September 10	Thursday. First day of classes.
September 16	Wednesday. Last day to register or add classes.
September 23	Wednesday. End of refund period.
October 14	Wednesday. Last day to withdraw without penalty.
November 10-13	Tuesday-Friday. Registration for winter quarter.
November 18	Wednesday. Last day of classes.
November 19,20 23-25	Thursday,Friday, Monday-Wednesday. Exam week.
November 25	Wednesday. Quarter ends.

WINTER QUARTER 1987-88

November 10-13	Tuesday-Friday. Registration.
December 1	Tuesday. Freshman and transfer student testing and orientation.
December 3	Thursday. First day of classes.
December 9	Wednesday. Last day to register or add classes.
December 16	Wednesday. End of refund period.
December 18	Friday. Christmas holidays begin after last class.
January 4	Monday. Classes resume.
January 20	Wednesday. Last day to withdraw without penalty.
February 16-19	Tuesday-Friday. Registration for spring quarter.
February 24	Wednesday. Last day of classes.
February 25, 26, 29-March 2	Thursday,Friday, Monday-Wednesday. Exam week.
March 2	Wednesday. Quarter ends.

SPRING QUARTER 1988

February 16-19	Tuesday-Friday. Registration.
March 3	Thursday. Freshman and transfer student testing and orientation.
March 7	Monday. First day of classes.
March 11	Friday. Last day to register or add classes.
March 18	Friday. End of refund period.
April 1	Friday. Easter break begins after last class.
April 7	Thursday. Classes resume.
April 13	Wednesday. Last day to withdraw without penalty.
May 12,13	Thursday, Friday. Registration for all summer classes.
May 18	Wednesday. Last day of classes.
May 19,20, 23-25	Thursday, Friday, Monday-Wednesday. Exam week.
May 25	Wednesday. Quarter ends.
May 27	Friday. Commencement.

SUMMER QUARTER 1988

May 12,13	Thursday, Friday. Registration.
May 26	Thursday. Freshman and transfer student testing and orientation.
May 30	Monday. First day of classes.
June 3	Friday. Last day to register or add classes.
June 10	Friday. End of refund period.
July 1	Friday. Last day to withdraw without penalty.
July 4	Monday. Holiday.
August 2-5	Tuesday-Friday. Registration for fall quarter.
August 8	Monday. Last day of classes.
August 9-12,15	Tuesday-Friday, Monday. Exam week.
August 15	Monday. Quarter ends.
August 17	Wednesday. Commencement.

MINI-QUARTERS: SUMMER 1988

FIRST MINI-QUARTER

May 12,13	Thursday, Friday. Registration.
May 30	Monday. First day of classes.
May 31	Tuesday. Last day to register or add classes.
June 7	Tuesday. End of refund period.
June 8	Wednesday. Last day to withdraw without penalty.
June 20	Monday. Last day of classes.
June 21	Tuesday. Exams.

SECOND MINI-QUARTER

May 12,13	Thursday, Friday. Registration.
June 22	Wednesday. First day of classes.
June 23	Thursday. Last day to register or add classes.
June 30	Thursday. End of refund period.
July 4	Monday. Holiday.
July 8	Friday. Last day to withdraw without penalty.
July 14	Thursday. Last day of classes.
July 15	Friday. Exams.

THIRD MINI-QUARTER

May 12,13	Thursday, Friday. Registration.
July 18	Monday. First day of classes.
July 19	Tuesday. Last day to register or add classes.
July 26	Tuesday. End of refund period.
July 27	Wednesday. Last day to withdraw without penalty.
August 8	Monday. Last day of classes.
August 9	Tuesday. Exams.
August 17	Wednesday. Commencement.

FIVE-WEEK SESSIONS: SUMMER 1988

FIRST SESSION

May 12,13	Thursday, Friday. Registration.
May 30	Monday. First day of classes.
June 1	Wednesday. Last day to register or add classes.
June 8	Wednesday. End of refund period.
June 15	Wednesday. Last day to withdraw without penalty.
July 4	Monday. Holiday.
July 5	Tuesday. Last day of classes.
July 6	Wednesday. Exams.

SECOND SESSION

May 12,13	Thursday, Friday. Registration.
July 7	Thursday. First day of classes.
July 11	Monday. Last day to register or add classes.
July 18	Monday. End of refund period.
July 25	Monday. Last day to withdraw without penalty.
August 11	Thursday. Last day of classes.
August 12	Friday. Exams.
August 17	Wednesday. Commencement.

EIGHT-WEEK SESSION: SUMMER 1988

May 12,13	Thursday, Friday. Registration.
June 15	Wednesday. First day of classes.
June 20	Monday. Last day to register or add classes.
June 21	Tuesday. End of refund period.
July 4	Monday. Holiday.
July 5	Tuesday. Last day to withdraw without penalty.
August 8	Monday. Last day of classes.
August 9-12,15	Tuesday-Friday, Monday. Exam week.
August 15	Monday. Quarter ends.
August 17	Wednesday. Commencement.

FALL QUARTER 1988

August 2-5	Tuesday-Friday. Registration.
September 6	Tuesday. Freshman and transfer student testing and orientation.
September 8	Thursday. First day of classes.
September 14	Wednesday. Last day to register or add classes.
September 21	Wednesday. End of refund period.
October 12	Wednesday. Last day to withdraw without penalty.
November 8-11	Tuesday-Friday. Registration for winter quarter.
November 16	Wednesday. Last day of classes.
November 17-18	Thursday, Friday.
21-23	Monday-Wednesday. Exam week.
November 23	Wednesday. Quarter ends.

WINTER QUARTER 1988-89

November 8-11	Tuesday-Friday. Registration.
November 29	Tuesday. Freshman and transfer student testing and orientation.
December 1	Thursday. First day of classes.
December 7	Wednesday. Last day to register or add classes.
December 14	Wednesday. End of refund period.
December 20	Tuesday. Christmas holidays begin after last class.
January 4	Wednesday. Classes resume.
January 18	Wednesday. Last day to withdraw without penalty.
February 14-17	Tuesday-Friday. Registration for spring quarter.
February 22	Wednesday. Last day of classes.
February 23, 24, 27-March 1	Thursday-Friday, Monday-Wednesday. Exam week.
March 1	Wednesday. Quarter ends.

SPRING QUARTER 1989

February 14-17	Tuesday-Friday. Registration.
March 2	Thursday. Freshman and transfer student testing and orientation.
March 6	Monday. First day of classes.
March 10	Friday. Last day to register or add classes.
March 17	Friday. End of refund period.

March 24	Friday. Easter break begins after last class.
April 3	Monday. Classes resume.
April 14	Friday. Last day to withdraw without penalty.
May 18-19	Thursday, Friday. Registration for all summer classes.
May 19	Friday. Last day of classes.
May 22-26	Monday-Friday. Exam week.
May 26	Friday. Quarter ends.
May 30	Tuesday. Commencement.

SUMMER QUARTER 1989

May 18-19	Thursday-Friday. Registration.
June 1	Thursday. Freshman and transfer student testing and orientation.
June 5	Monday. First day of classes.
June 9	Friday. Last day to register or add classes.
June 16	Friday. End of refund period.
July 3-4	Monday, Tuesday. Holiday.
July 11	Tuesday. Last day to withdraw without penalty.
August 8-11	Tuesday-Friday. Registration for fall quarter.
August 15	Tuesday. Last day of classes.
August 16-18, 21, 22	Wednesday-Friday, Monday, Tuesday. Exam week.
August 22	Tuesday. Summer quarter ends.
August 24	Thursday. Commencement.

MINI-QUARTERS: SUMMER 1989

FIRST MINI-QUARTER

May 18,19	Thursday,Friday. Registration.
June 5	Monday. First day of classes.
June 6	Tuesday. Last day to register or add classes.
June 13	Tuesday. End of refund period.
June 14	Wednesday. Last day to withdraw without penalty.
June 26	Monday. Last day of classes.
June 27	Tuesday. Exams.

SECOND MINI-QUARTER

May 18,19	Thursday, Friday. Registration.
June 28	Wednesday. First day of classes.
June 29	Thursday. Last day to register or add classes.
July 3,4	Monday, Tuesday. Holiday.
July 10	Monday. End of refund period.
July 11	Tuesday. Last day to withdraw without penalty.
July 21	Friday. Last day of classes.
July 24	Monday. Exams.

THIRD MINI-QUARTER

May 18, 19	Thursday, Friday. Registration.
July 25	Tuesday. First day of classes.
July 26	Wednesday. Last day to register or add classes.
August 2	Wednesday. End of refund period.
August 3	Thursday. Last day to withdraw without penalty.
August 15	Tuesday. Last day of classes.
August 16	Wednesday. Exams.
August 24	Thursday. Commencement.

FIVE-WEEK SESSIONS: SUMMER 1989

FIRST SESSION

May 18,19	Thursday, Friday. Registration.
June 5	Monday. First day of classes.
June 7	Wednesday. Last day to register or add classes.
June 14	Wednesday. End of refund period.
June 21	Wednesday. Last day to withdraw without penalty.
July 3-4	Monday-Tuesday. Holiday.
July 12	Wednesday. Last day of classes.
July 13	Thursday. Exams.

SECOND SESSION

May 18,19	Thursday, Friday. Registration.
July 14	Friday. First day of classes.
July 18	Tuesday. Last day to register or add classes.
July 25	Tuesday. End of refund period.
August 1	Tuesday. Last day to withdraw without penalty.
August 21	Monday. Last day of classes.
August 22	Tuesday. Exams.
August 24	Thursday. Commencement.

EIGHT-WEEK SESSION: SUMMER 1989

May 18,19	Thursday, Friday. Registration.
June 21	Wednesday. First day of classes.
June 26	Monday. Last day to register or add classes.
June 27	Tuesday. End of refund period.
July 3,4	Monday, Tuesday. Holiday.

July 12	Wednesday. Last day to withdraw without penalty.
August 15	Tuesday. Last day of classes.
August 16-18, 21, 22	Wednesday-Friday, Monday, Tuesday. Exam week.
August 22	Tuesday. Quarter ends.
August 24	Thursday. Commencement.

BOARD OF TRUSTEES

Vernon G. James, Chairman
Ray S. Jones, Jr., Vice-Chairman
J. Parker Chesson, Jr., Secretary

GOVERNOR'S APPOINTEES

	Term Expires
Vernon G. James	6/30/87
J. Wilson Jones, Jr.	6/30/89
Ray S. Jones, Jr.	6/30/89
Andrew H. Williams	6/30/91

PASQUOTANK COUNTY COMMISSIONERS' APPOINTEES

William W. Foreman	6/30/87
Joseph L. Lamb, Jr.	6/30/89
Robert D. Aldridge	6/30/89
Selby Scott	6/30/91

ELIZABETH CITY-PASQUOTANK COUNTY BOARD OF EDUCATION APPOINTEES

Winifred J. Wood	6/30/87
Gerald F. White	6/30/89
Nancy M. Ferebee	6/30/89
Lillian B. Sugg	6/30/91

DARE COUNTY BOARD OF COMMISSIONERS' APPOINTEES

Robert G. Williams	6/30/87
Louise Dollard	6/30/89

The Student Senate President serves as an ex officio member of the Board of Trustees.

BOARD OF TRUSTEES ADVISORY COMMITTEE

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COLLEGE OF THE ALBEMARLE FOUNDATION BOARD OF DIRECTORS

The College of The Albemarle Foundation was formed in 1980 to strengthen and further the offerings of the college through the provision of funds for facilities, equipment, special activities, and scholarships. This non-profit organization is governed by a board of directors, members of which are appointed by the college Board of Trustees. College administrators provide staff assistance for the foundation.

Winifred J. Wood, President
W. G. Gaither, Jr., Vice-President
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Barry D. Hartis, Treasurer
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Bruce Biggs, Executive Committee

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Mark M. Maland	M. G. Sawyer
Patsy R. McGee	Beverly M. Small
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Robert V. Owens, Jr.	Andrew H. Williams

N. Elton Aydlett, Lifetime Member
Zack D. Owens, Lifetime Member
Pamela I. Whitley, Executive Director

ADMINISTRATIVE OFFICERS

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Dean of Administrative Services ..... Barry D. Hartis
Dean of College Advancement ..... Pamela I. Whitley
Dean of Instruction ..... Norman L. Norfleet
Dean of Student Development ..... G. John Simmons, Jr.

ADMINISTRATIVE STAFF

Administrative Services

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Director, Physical Facilities....James Timmerman
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Director, College Bookstore....Deborah Holland

College Advancement

Coordinator of Public Information....William F. Haskett
Director, Media Services....James W. Wells

Instructional

Associate Dean, College Transfer Education....L. Clate Aydlett
Associate Dean, Occupational Education....Dempsey D. Burgess
Associate Dean, Continuing Education....Floyd P. Horton
Associate Dean, Dare County Center....
Director, ABLE Program....Mary F. Partin
Director, Adult Basic Education....Douglas M. Sawyer
Director, Evening Program....William R. Sterritt
Director, Learning Resources Center....C. Donald Lee
Director/Counselor, Bridges Program....Lynne M. Bunch
Director, Business and Industry Services....Lucy S. Gordon
Director, Learning Lab....Martha L. Newbold
Assistant Director, Learning Lab....Grace W. Gray
Director, Cooperative Education....Debra S. Williams
Librarian, Learning Resources Center....

Student Development

Assistant Dean, Admissions....Roy G. Winslow
Assistant Dean, Counseling & Placement....Raphael G. Scaffa
Assistant Dean, Student Financial Aid....O. Lloyd Armstrong
Registrar....Mary Louise Brown
Director of Student Support Services/Counselor....Loyce E. Susco
Counselor, Student Support Services....Andrea R. Williams
Tutor Coordinator, Student Support Services....Evelyn P. Gibson
Counselor/Dare County Center....Robert B. Morrill

DEPARTMENT CHAIRPERSONS

Business....J. Nelson White
Cooperative Education....Debra S. Williams
Developmental Education....Phyllis N. Haskett
Drafting and Design....Robert L. Ford
Electronics....David T. Hodges
Fine Arts....Leland LC Chou
Health and Physical Education....M. Kay Patterson
Mathematics and Natural Sciences....L. Clate Aydlett
Modern Languages....Patsy O. Sanders
Nursing....Wilma W. Harris
Social Sciences....Ronald R. Riccardo
Vocational Trades....Dempsey D. Burgess

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Admissions Secretary....Lisa W. Hunter
Accounting Technician....E. Lois Ollis
Accounting Technician....E. Lynn Foster
Accounting Technician....Carolyn F. LaDow
Accounts Payable Clerk....Rita Layden
Bridges Program Secretary....Denise B. Aydlett
Business and Industry Services Secretary....Patricia J. Phillips
Cashier/Business Office Secretary....Marcella A. Thrash
Continuing Education Secretary....Sherry A. Hewitt
Continuing Education Secretary....Marie L. Riffle
Cooperative Education Secretary....Nancy P. Farmer
Dare County Center Secretary....Peggy T. Haithcock
Dean of College Advancement Secretary....Yvonne B. Carver
Dean of Instruction Secretary....Janice P. Bryant
Dean of Student Development Secretary....Rita O. Jennings
Faculty Secretary....Glenda W. Crane
Learning Resources Secretary....Diane M. Sawyer
President Secretary....Sandra Strickland
Student Support Services Secretary....Carrie P. Jones

SUPPORTIVE STAFF

Financial Aid Assistant....Carolyn H. Hopkins
Library Technician....Lynn E. Needham
Printing Services Coordinator....Jesse L. Johnson
Switchboard Operator....Mildred G. Banks

PHYSICAL FACILITIES STAFF

Will Ames
Georgia S. Brooks
Luberta Chapman
James W. Hall
Carlton McDonald
Fred Ring
William Sears
James H. Utting
Gladys Whitehurst

FACULTY AND STAFF

Adams, Bobby....Chemistry and Physics
B.S., Longwood College; M.S., West Virginia University

Alexander, Miriam S....Technical/Vocational Utility Instructor
B.S., East Carolina University

Anderson, Jimmy R....Business
A.A.S., College of The Albemarle; B.S., Atlantic Christian College; M.A.Ed., East Carolina University

Armstrong, O. Lloyd....Assistant Dean, Student Financial Aid
A.A., Allan Hancock; B.S., M.S.E., Southern Illinois University

Aydlett, Julian E., Jr. ..... Mathematics
A.B., University of North Carolina at Chapel Hill; M.A., East Carolina University

Aydlett, L. Clate ..... Associate Dean of College Transfer
B.A. Duke University; M.A., East Carolina University

Bridges, James T. ..... English
B.S., M.A., Appalachian State University

Briscoe, Betsy W. ..... Nursing
R.N., Louise Obici School of Nursing

Brown, Mary Louise ..... Registrar
B.A., University of California

Bruner, Lawrence L. ..... Automotive
Ordinance Technician; USN (Retired)

Bunch, Lynne M. ..... Director, Bridges Program
B.S., University of North Carolina at Chapel Hill; M.A.Ed., East Carolina University

Burgess, Dempsey D. ..... Associate Dean of Occupational Education
B.A., M.A.Ed., East Carolina University

Chesson, J. Parker, Jr. ..... President
B.S., M.A., East Carolina University; Ph.D., North Carolina State University

Chou, Leland ..... Music
B.A., Linfield College; M.M., Cincinnati Conservatory of Music; M.S.M., Union Theological Seminary; D.M.A., University of Southern California

Dubbé, Marsha A. ..... Nursing
B.S.N., West Virginia University; M.S.N., Duke University

Dunlow, Dorothy J. ..... Business
B.S., M.A.Ed., East Carolina University

Farless, Patti B. ..... Nursing
B.S.N., University of North Carolina at Chapel Hill

Finch, Patricia A. ..... English
B.A., St. Andrews Presbyterian College; M.A., University of North Carolina at Chapel Hill

Ford, Robert L. ..... Drafting and Design
B.S., Northeastern State College; M.A.Ed., University of Northern Colorado

Gibson, Evelyn P. ..... Tutor/Coordinator, Student Support Services
B.A., Indiana State University

Gray, Grace W. ..... Assistant Coordinator, Learning Lab
B.S., East Carolina University

Gordon, Lucy S. ..... Director, Business and Industry Services
A.A., College of The Albemarle; B.S., M.L.S., East Carolina University

Gregory, David B. ..... Biological Sciences
A.B., M.A.Ed., East Carolina University

Harris, C. Marion, Jr. ..... Health and Physical Education
A.A., College of The Albemarle; B.S., Atlantic Christian College; M.A.Ed., East Carolina University

Harris, Peggy M. ..... Director of Accounting Services
A.A.S., College of The Albemarle; B.S., Elizabeth City State University

Harris, Wilma W. ..... Nursing
R.N., Rex Hospital School of Nursing; B.S.N., University of North Carolina at Chapel Hill; M.A.Ed., East Carolina University

Hartis, Barry D. ..... Dean of Administrative Services
B.S., University of North Carolina at Chapel Hill

Haskett, Phyllis N. ..... Developmental Education; Mathematics
B.S., M.A.Ed., East Carolina University

Haskett, William F. ..... Director, Public Information
B.A., University of North Carolina at Chapel Hill

Hill, Benjamin F., III ..... Arts and Crafts
B.S., East Carolina University

Hodges, David T. ..... Electronics
A.A.S., Old Dominion University; B.S., Northwestern State University; M.A.Ed., East Carolina University

Hoffman, Faye E. ..... Cosmetology
Greenville Beauty School

Horton, Floyd P. ..... Associate Dean of Continuing Education & Business Services
B.S., West Virginia State College; M.A., Marshall University

Johnson, Norman G. ..... Light Construction
B.S., Elizabeth City State University; M.A. Ed., East Carolina University

Jolly, Lourice B. ..... Nursing
R.N., Robeson County Hospital School of Nursing

Kent, Roger J. ..... Electronic Servicing
Radioman USN, RET

Kerber, Teresa S. ..... Business Computer Programming
B.S., James Madison University; M.A.Ed., East Carolina University

Krauss, Kerry ..... Electronics
A.A., A.A.S., College of The Albemarle; B.S., Elizabeth City State University

Kulhanek, Karen G. ..... Nursing
B.S.N., Northern Michigan University

Lee, C. Donald ..... Director, Learning Resources Center
B.A., University of Denver; M.S., Louisiana State University

Leete, Jerome B. ..... Biology
B.A., Florida Southern; B.S., M.S., East Carolina University

Mansfield, Shelby H. ..... Psychology
B.S., M.Ed., North Carolina State University

McKecuen, George ..... Developmental Education
B.A., University of North Carolina at Wilmington; M.A., Appalachian State University

McNary, Orville ..... Electrical Installation and Maintenance
USCG (Retired); Certified Electrician

Mercer, Jesse B. ..... Business
B.S., High Point College; M.A., East College University

Morrill, Robert B. ..... Counselor/Assistant Director Dare County Center
B.A., University of Massachusetts; M.A., Colgate University

Moye, Leslie C. ..... Visiting Artist
B.A., Duke University; B.M., Columbus College; M.M., Southern Methodist University

Mudge, Sharon L. ..... Director, Management Information Systems
A.A.S., University of Hawaii

Newbold, Martha L. ..... Director, Learning Laboratory
A.B., Atlantic Christian College; M.A.Ed., East Carolina University

Nixon, Stanley E. ..... Machinist Trades
Diploma, Advanced Machinist, College of The Albemarle

Norfleet, Norman L. ..... Dean of Instruction
A.A., College of The Albemarle; A.B., M.A.Ed., East Carolina University

Omer, Mary P. ..... Nursing
B.S.N., Spalding College; M.A.Ed., Old Dominion University

Partin, Mary F. ..... Director, ABLE Program
B.S., Wake Forest University; M.A.T., Duke University

Patterson, Martha K..... Health and Physical Education
A.A., Peace College; B.S., M.A.Ed., East Carolina University

Riccardo, Barbara D. ..... Foreign Languages
B.S., Ohio Wesleyan University; M.A., University of Arizona

Riccardo, Ronald R. ..... History
B.A., Bloomfield College; M.A., Appalachian State University; Ph.D., Southeastern University

Sanders, Patsy O. ..... English
B.S., M.A.Ed., East Carolina University

Sawyer, Douglas M. ..... Director, Adult Basic Education
B.S., East Carolina University

Scaffa, Raphael G. ..... Assistant Dean, Counseling and Placement
B.A., M.A.Ed., Northeastern University

Scott, James F., Jr. ..... Business
B.S., North Carolina State University; M.B.A., George Washington University; M.A.O.M., Duke University

Simmons, G. John, Jr. ..... Dean of Student Development
B.A., Pfeiffer College; M.A., Appalachian State University

Stephens, Robert O. ..... English
B.A., North Carolina Wesleyan College; M.A., Appalachian State University

Sterritt, William R. ..... Director, Evening Program
B.S., M.S., Ed.D., University of Southern Mississippi

Susco, Loyce E. ..... Director of Student Support Services
B.A., Wright State University; M.S.Ed., C.A.S.Ed., Old Dominion University

Talkington, Percy E ..... Electronics
A.A., College of The Albemarle; B.S., Elizabeth City State University

Timmerman, James V. ..... Director, Physical Facilities
A.A.S., College of The Albemarle

Turner, Joseph W., Jr...Business Computer Programming
B.S , East Carolina University; M.S., UNC-Greensboro

Vaughan, Lucy F. ..... Drama and Speech
B.S., University of Houston; M.A., Kent State University

Watts, Rhonda C. ..... Computer Programmer
A.A., College of The Albemarle; B.A., East Carolina University; M.A.Ed., East Carolina University

Wells, James W., Jr. ..... Director, Media Services
B.S., Mississippi State University

Wesner, Gerhardt H. ..... Automotive Mechanics
Auto Maintenance and Repair, USMC (Retired)

White, J. Nelson ..... Business
B.S., Campbell College; M.B.A., East Carolina University

White, Marvenia Y. ..... Business
B.S., Elizabeth City State University; M.Ed., North Carolina State University

Whitley, Pamela I. ..... Dean of College Advancement
A.A., Louisburg College; A.B., University of North Carolina at Chapel Hill; M.A. Ed., East Carolina University

Williams, Andrea R. ..... Counselor, Student Suppport Services
B.S., Elizabeth City State University; M.S.W., Atlanta University

Williams, Debra S. ..... Director, Cooperative Education
A.A.S., College of The Albemarle; B.S.B.A., Elizabeth City State University

Williams, Douglas H. .. Air Conditioning and Refrigeration
Diploma, Refrigeration and Air Conditioning, Old Dominion University

Williams, Rose B. ..... Nursing
R.N., Norfolk General Hospital School of Nursing; B.S.N., East Carolina University

Winslow, Percy L. ..... Business
B.A., B.S., M.A., East Carolina University

Winslow, Roy G. ..... Assistant Dean, Admissions
A.A., College of The Albemarle; B.S., Atlantic Christian; M.A.T., University of North Carolina at Chapel Hill

GENERAL INFORMATION

THE COMPREHENSIVE COMMUNITY COLLEGE

The comprehensive community college concept in higher education arose in response to the American commitment to the idea of broad educational opportunities for all segments of our society. As the name implies, a community college serves the educational needs of the area in which it is located, providing various types of educational programs for commuting students at a relatively low cost. Educational services can be broadly categorized into three areas — two-year college transfer programs, two-year and one-year occupational programs, and continuing education programs. The latter programs encompass activities ranging from adult basic education to general interest courses for college graduates.

HISTORY

The idea for a community college in Elizabeth City was developed when the Community College Act was passed by the 1957 North Carolina General Assembly, enabling counties to establish their own two-year colleges.

On November 8, 1960, the people of Pasquotank County voted their approval for a new college by a five-to-two margin. A charter was issued on December 16, 1960, and shortly thereafter the first Board of Trustees was appointed.

The college opened its doors to its first freshman class in September 1961 in the old Albemarle Hospital building on Riverside Avenue. Members of the first graduating class received their degrees on May 31, 1963.

College of The Albemarle was the first college in North Carolina chartered under the Community College Act of 1957. In 1963 the General Assembly adopted new community college legislation designed "to promote and encourage education beyond the high school in North Carolina." Among other things, this legislation authorized the establishment of comprehensive community colleges. This legislation became effective on July 1, 1963, and on that same date, at the request of the college trustees and with the joint approval of the State Board of Education and the State Board of Higher Education of North Carolina, College of The Albemarle became the first comprehensive community college in the North Carolina Community College System.

As the college has grown, new technical and vocational curricula have been added and existing programs have been strengthened.

LOCATION AND FACILITIES

The college is located on a 40-acre campus on U.S. 17 just north of Elizabeth City. With the completion of two new buildings in December 1980, the college's facilities are almost entirely housed in three buildings on this campus. Administrative and faculty offices, classrooms, laboratories, a college bookstore, a cafeteria, and a student center are located in the L-shaped building, which has been designated "A" building.

The second building, "B" building, is the middle of the college's three buildings. It houses the Learning Resources Center, business laboratories, classrooms, and a lecture auditorium. The Learning Resources Center (LRC), which takes up the entire ground floor of "B" building, has resources which include audio-visual materials and equipment, books, periodicals, and indexes. The Learning Lab also is a part of the LRC.

Most of the college's occupational programs, the music program, a physics/physical science laboratory, and

an art laboratory are housed in "C" building (formerly the Technical Center), which was completed in 1972.

Behind the three buildings on campus are athletic fields which are used for physical education activities. The master plan for development calls for the eventual construction of a Community and Small Business Center.

Additional college facilities are at the following locations: the Extension Center on Riverside Avenue in Elizabeth City; the classroom facilities for the Practical Nursing program are provided by Albemarle Hospital in Elizabeth City; the Dare County Center facilities are provided by Dare County in Manteo; and the Adult Basic Literacy Education (ABLE) program is in the Edgewood Shopping Center on Parkview Drive in Elizabeth City.

MISSION OF THE COLLEGE

College of The Albemarle strives to serve the community by providing accessible higher education for young people and adults for their cultural development, for developing responsible citizenship, and for enriching personal living.

The college will

1. provide specific occupational curricula which lead to employment in both vocational and technical areas, including shorter programs for retraining or for upgrading skills;
2. prepare students for advanced scholarly study by providing the first two years of basic collegiate education which is transferable to senior colleges and universities;
3. provide continuing education programs to meet the training needs of employers and opportunities for those who seek to develop vocational skills or who want to study for personal development;
4. provide programs which assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement;
5. provide a broad range of student development services including, but not limited to, admissions and testing, orientation, personal counseling, career planning and placement, financial assistance, academic advising, and activities programs;
6. provide activities and services for the community for the purpose of enriching its cultural and civic life;
7. seek to develop in all students a desire for self-directed learning and a commitment to life-long learning, while maintaining high academic standards in all programs of study.

ACCREDITATION

College of The Albemarle is accredited by the Southern Association of Colleges and Schools.

Credits earned at College of The Albemarle in curricula leading to the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, and some of those leading to the Associate in Applied Science degree are transferable to senior colleges and universities for a higher degree.

COLLEGE PROGRAMS

College transfer programs include courses for those wishing to pursue studies leading to the Associate in Arts, the Associate in Science, and the Associate in Fine Arts degrees and for transferring into almost any program at a four-year college or university after completing their studies at College of The Albemarle. Students may select courses in any of the following educational programs:

C-001 Pre-Agriculture
C-003 Pre-Art
C-004 Pre-Business—Administration
C-026 Pre-Business—Education
C-040 Pre-Computer Science
C-006 Pre-Drama
C-005 Pre-Dental
C-020 Pre-Elementary Education
C-007 Pre-Engineering
C-008 Pre-Forestry
C-010 Pre-Law
C-011 Pre-Liberal Arts
C-012 Pre-Mathematics
C-013 Pre-Medical
C-015 Pre-Music
C-017 Pre-Pharmacy
C-018 Pre-Science
C-019 Pre-Social Work
C-028 Pre-Secondary Education
C-021 Pre-Veterinary

Each of the following technical programs is designed to lead to immediate employment and, except for the Basic Law Enforcement program, leads to the Associate in Applied Science degree:

T-059 Associate Degree Nursing
T-189 Basic Law Enforcement
T-112 Banking and Finance
T-018 Business Administration
T-022 Business Computer Programming
T-040 Computer Engineering Technology
T-045 Electronic Engineering Technology
T-033 General Office Technology
T-043 Mechanical Drafting and Design Technology
T-141 Postal Service Technology
T-030 Secretarial - Executive
T-032 Secretarial - Medical

Vocational programs, designed for those students wishing to prepare themselves for particular occupations, are offered in the following areas:

V-134 Advanced Machinist
V-024 Air Conditioning, Heating, and Refrigeration
V-003 Automotive Mechanics
V-009 Cosmetology
V-018 Electrical Installation and Maintenance
V-042 Electronic Servicing
V-028 Industrial Maintenance
V-029 Light Construction
V-032 Machine Operator
V-032 Machinist
V-072 Nursing Assistant
V-038 Practical Nursing
V-071 Surgical Technology

The General Education (G-020) program, which leads to an Associate in General Education degree, is designed for students who would like to tailor their studies to personal interests rather than to specific professional requirements.

Continuing education programs include a variety of courses designed to meet the particular needs and interests of individuals, businesses, and industries in the area. Programs designed for training persons for specific industries are offered when needed, and general offerings designed to help individuals complete their high school education and improve their skills in other areas are offered each quarter.

ADMISSION TO THE COLLEGE

College of The Albemarle follows the "open-door" admissions policy of the State Board of Community Colleges, with selective placement in the different curricula or programs of the institution. This policy provides for the admission of any person (1) who has graduated from high school or earned its equivalent (GED)* or (2) who is eighteen years of age and is not attending high school. It is the policy of College of The Albemarle to encourage all applicants to complete high school or its equivalent, before seeking admission to the college. The college may accept, under certain conditions, a limited number of one-year vocational applicants who are not high school graduates. All applicants admitted under these special conditions must earn the GED prior to completing the requirements for a one-year vocational diploma.

Admission to the college does not, however, imply immediate admission to the program desired by the applicant. Admission to a specific course of study is based upon guidelines developed to insure the student's chances of success in the program. These guidelines are strictly followed to prevent loss of student time and effort as a result of unsatisfactory achievement. When an evaluation of placement test scores and high school records indicates a lack of readiness to enter a specific program, applicants will be required to enroll in developmental education courses to prepare them for admission to desired programs.

*Applicant's scores must meet the minimum requirements for the State of North Carolina or the applicant must present a certificate from another state verifying successful completion of the GED.

ADMISSION PROCEDURES

1. The applicant must submit a properly completed application for admission to the Admissions Office.
2. The applicant should request that a transcript of all high school and post-secondary academic work be sent directly to the Admissions Office. Applicants having earned the GED should have official copies of their scores forwarded in lieu of the high school transcript.
3. Applicants to college transfer and technical degree programs are required to take the college's placement tests. Upon receipt of the application, the Admissions Office will schedule the applicant for the required placement tests.
4. After the applicant's tests are scored, he/she will be notified by the Assistant Dean, Counseling and Placement to arrange an appointment with a Student Development counselor who will assist with course planning and evaluation of educational and vocational objectives.

For applicants who plan to enroll under the G.I. Bill, additional criteria must be followed prior to certification to the Veterans Administration for payment purposes.

Admission to most programs is on a "rolling basis", i.e., applicants may enter a program any quarter. However, admission is limited to the fall quarter for the following programs: Associate Degree Nursing, Practical Nursing Education, Electrical Installation and Maintenance, and Air Conditioning and Refrigeration. New students are usually admitted to the Cosmetology program every quarter except the summer quarter. Students entering Computer Engineering Technology, Mechanical Drafting and Design Technology, Electronics Engineering Technology, Industrial Maintenance, and Light Construction any quarter other than fall quarter will not be able to follow the curriculum outline exactly as shown in the catalog.

Preparatory training, particularly for the college transfer programs, should emphasize the traditional academic subjects. The recommended high school credits include the following:

English	4 units
Foreign Language	2 units
Mathematics	2 units
Social Studies	2 units
Natural Science	2 units
Physical Education	1 unit
Electives	7 units

College of The Albemarle is committed to the principle of equal opportunity. It is the college's policy not to discriminate on the basis of race, sex, color, national origin, religion, age, or handicap with regard to its students, employees or applicants for admission or employment. Inquiries regarding compliance with this equal opportunity policy may be directed to the President of College of The Albemarle.

COLLEGE BOARD ADVANCED PLACEMENT TESTS

The college recognizes satisfactory scores on the Advanced Placement (AP) Tests for placement and degree credit. Students taking AP tests should have score reports sent to the Registrar for consideration for credit and placement. Questions concerning score requirements should be directed to the Dean of Student Development.

Information about any College Board test and applications for a specific test may be received by writing the Educational Testing Service, Box 592, Princeton, New Jersey 08504 or Box 025, Berkeley, California 94707. Applicants are urged to apply for test dates six to eight weeks in advance of the actual test date.

ADMISSION REQUIREMENTS FOR ALLIED HEALTH PROGRAMS

All applicants for allied health programs are required to meet the following standards:

1. be a graduate from an accredited high school or have the equivalent;
2. submit a completed application for admission and a medical history;
3. make satisfactory scores on the college's placement tests, as established for the program;
4. submit two appraisals attesting to personal characteristics and past work experience;
5. be personally interviewed by a nursing faculty member; and
6. have good mental and physical health.

Each applicant must satisfactorily pass a physical exam after being accepted and prior to entering a program. The physical exam may include psychological testing as well as the physical assessment. Required as part of the physical examination are tuberculin skin test, RPR, diabetic screening tests, Rubella Titer, and a hemoglobin test. Any student who has an existing health problem, such as overweight, hypertension, diabetes, epilepsy, asthma, tuberculosis, or venereal disease must be seeking correction and have a written plan of treatment for said condition on file in the student's folder in the appropriate allied health director's office. A routine dental examination and plan of treatment of dental problems are required. A student who has a positive tuberculin skin test must have a chest x-ray every twelve months while enrolled in a health program. Any pregnant student may continue in a program as long as she feels able; the written consent of her doctor must be on file in the student's folder in the department chairperson's office.

Although there is no application deadline for the ADN or PNE programs, it is recommended that applicants apply by January of the year in which they wish to enter. The screening process normally begins in January of each year for each September's class. In the event of more qualified applicants than spaces in the program, the selection process will be competitive. Additional information on the admissions requirements and procedures for health career programs may be obtained by writing or calling the admissions office.

ADMISSION REQUIREMENTS FOR COSMETOLOGY

All applicants for the Cosmetology program are required to meet the following requirements:

1. be a high school graduate or have the equivalent;
2. submit a completed application for admission;
3. submit an official high school transcript or GED score report and, if applicable, official college transcripts;
4. complete the placement test given by the college;
5. have a completed admissions file by May 1 to be considered for admission to the program during the subsequent academic year; and
6. participate in a group interview/orientation with the cosmetology faculty.

On May 1, all cosmetology applicants with completed admissions files will be sent written notification from the Admissions Office of the time, date, and location of their cosmetology interview/orientation. After completion of the interview/orientation, applicants will be ranked in descending order based on the reading comprehension level achieved on the Nelson-Denny Test. In the event of a tie, applicants will be ranked based on the total weighted score of the English and math placement tests.

Applicants will be accepted to the program in descending rank until the enrollment limit is reached for a particular quarter. The remaining applicants will be placed on a waiting list. Applicants failing to register when notified of acceptance will be moved to the bottom of the waiting list. Any applicant remaining on the waiting list after the enrollment limit is reached for Spring Quarter must reapply to be considered for admission to the program during the subsequent academic year. Applicants on the waiting list may register for developmental coursework to help improve their rank after retesting.

ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

Students desiring to transfer to College of The Albemarle from another institution must meet the admission requirements in effect at the time of their application and provide proof of their eligibility to return to the institution last attended. Students who are not eligible to return to the institution they last attended may be admitted to College of The Albemarle on Conditional Status; however, program selection and placement responsibility resides with the Dean of Student Development.

Credit is given for "C" or better work completed at accredited institutions and institutions in the North Carolina Community College System if it parallels work offered at College of The Albemarle.

Transfer students must maintain a "C" average on all work attempted (at least 36 hours) at College of The Albemarle to be eligible to graduate. If a "C" average is maintained, all grades transferred to the college will be considered with those earned at College of The Albemarle to determine honors.

HIGH SCHOOL STUDENTS

High school dropouts who are at least 16 years old may be considered "special needs students" and may be admitted to an appropriate program subject to the following conditions: (1) the local school system determines that such admission is the best educational option for the student; and (2) the student's admission is approved by the Assistant Dean, Admissions or by the Learning Lab Director.

The approval by the local school system may be waived if the student has been out of school for at least six months and if his/her application is supported by a notarized petition of a parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the student's residence, date of

birth, date of leaving school, and the petitioner's legal relationship to the student.

Other students who are at least 16 and who are enrolled in high school may be admitted to appropriate courses under the following conditions: (1) the local board of education has approved a dual enrollment policy for high school students; (2) the student's program of study is approved by the high school principal and the Assistant Dean, Admissions; and (3) the high school principal certifies that the student is taking at least three high school courses and is making appropriate progress toward graduation.

High school students may not displace adults and thus will be admitted on a space-available basis. Once admitted, however, they will be considered as any other student receiving the same credit and paying the same fees. High school students who are at least 18 may take courses without the approval of local public school personnel.

Under special circumstances, the college may be requested to enroll a limited number of gifted secondary students who are under 16. Such requests should be directed to the Assistant Dean, Admissions and may be approved with the consent of the appropriate college instructors, provided space is available. Students are further required to have the written approval of the principal or superintendent. Tuition and fees are not charged, and the student receives no institutional credit in these cases.

FRESHMAN ORIENTATION

The purpose of the required orientation program is to introduce students to their new environment and to acquaint them with the policies and regulations of the college. Assemblies, lectures, and small group discussions are held to assist students in making an effective adjustment to college life.

REGISTRATION

College of The Albemarle usually has a registration period prior to the first day of classes for any quarter. Tuition and fees are due and payable on the day students register. Only students who have received financial aid award letters indicating that payment will be made on Payday 1A, and who register during early registration dates, may have their tuition and fees taken from their financial aid. Late registration is permitted through the first week of classes for each quarter, and two days of late registration are permitted for the summer mini-quarters. Students with incomplete admissions files may register for classes only with special permission from the Dean of Student Development. Students cannot register for a subsequent quarter until their files are complete.

Any past due accounts owed to the college must be paid before permission to register can be given.

Students eligible for veteran's benefits should see the college's Veterans Affairs officer (Registrar) for special conditions concerning enrollment certification for initial entrance to College of The Albemarle.

AUDITING COURSES

Students who wish to audit courses must follow the usual procedure for registration. Auditors receive no credit but are expected to attend classes regularly and participate in class discussions. They are encouraged to do all work and assignments expected of regularly enrolled students. Auditors will be charged the same fees as students taking courses for credit and they are responsible for observing the same regulations concerning attendance and behavior as students registered for credit.

FEES AND EXPENSES

Students who enroll in curriculum classes are subject to the following tuition and fee rates:

Tuition for In-state Residents
$6.25 per quarter hour or $75.00 maximum per quarter

Tuition for Out-of-state Residents
$58.50 per quarter hour or $702.00 maximum per quarter

Activity Fee (12 or more quarter hours)

Fall Quarter	$10.00
Winter Quarter	9.00
Spring Quarter	9.00

Tuition is waived for persons 65 years of age or older.

All tuition and fees are due and payable at the time of registration.

Any past accounts owed to the college must be paid before permission to register can be given.

The cost of books, supplies, and gym uniforms, while varying according to the courses of study, should total approximately $250 per year, with the major expense occurring in the Fall Quarter.

Candidates for graduation will be charged a fee to cover costs of the diploma, invitations, and cap and gown purchase. This fee is non-refundable.

Full-time students (carrying 12 or more quarter hours) pay an activity fee, which entitles them to admission to many college-sponsored activities. When the yearbook is published, full-time students enrolled for three consecutive quarters will be given yearbooks without charge.

Full-time students enrolled in curriculum programs on campus and at the Dare County Center are required to pay an activity fee.

PHYSICAL EDUCATION ACTIVITY COURSE FEES

PED 204, *Bowling.* A nominal lane fee is charged for each game.

PED 206, *Golf.* A nominal greens fee is charged for each game played at local golf courses.

RESIDENT STATUS FOR TUITION PAYMENT

Current North Carolina law G.S. 116-143.1 on this subject states

> To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his or her length of residence in the State.
>
> To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.
>
> An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the in-State tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-State tuition rate.
>
> When an individual presents evidence that the individual has living parent(s) or court-appointed guardian

of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or reregistering at the institution of higher education at which resident status for tuition purposes is sought.

Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in *A Manual To Assist The Public Higher Educational Institutions Of North Carolina In The Matter Of Student Residence Classification For Tuition Purposes.* Copies of the Manual are available on request in the Dean of Student Development's office and the Learning Resources Center.

All new students applying for admission must respond on their respective applications to certain questions which are related to residence classification. The Dean of Student Development is responsible for evaluating these responses and initially classifying students accordingly. In questions concerning resident status and appeals of initial classifications, students are advised to consult the Dean of Student Development.

INSURANCE

College of The Albemarle assumes no responsibility for injuries or losses. An opportunity will be provided at the time of registration for all full-time students to obtain accident insurance.

All students enrolling in Associate Degree Nursing, Surgical Technology, and Practical Nursing programs are required to have malpractice insurance. Such insurance may be purchased through the college's business office.

REFUNDS AND TUITION CREDITS

Tuition refunds shall not be made unless the student is, in the judgment of the institution, compelled to withdraw from the college for unavoidable reasons. In such cases two-thirds of the student's tuition may be refunded if the student withdraws within ten (10) calendar days after the first day of classes. Tuition refunds will not be considered after that time. Tuition refunds will not be considered for tuition of $5.00 or less, unless a course or curriculum is not offered, in which case all tuition shall be refunded. All refunds are forfeited for failure to adhere to proper withdrawal procedures.

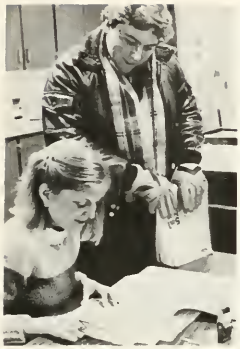
All fees, including student activity fees, are non-refundable and forfeited upon withdrawal from the college.

Petitions for refunds and credits must be made in writing to the Dean of Student Development within ten (10) calendar days of the official date of withdrawal. Forms for this purpose are available in the student development office. Reasons for withdrawal will be considered unavoidable when circumstances beyond the control of the student affect the life and livelihood to such an extent as to make continued enrollment impossible. Matters of personal convenience or preference are not considered unavoidable reasons.

When students who have paid the required tuition withdraw from the college before the end of the quarter and the reasons for withdrawal are found unavoidable by the college, they may be allowed credit for unrefunded tuition if they apply for re-admission during any of the next four calendar quarters and petition in writing to be allowed such credit. All credits are forfeited for failure to adhere to proper withdrawal procedures.

TRANSCRIPT OF RECORDS

A record of academic credit earned at College of The Albemarle will be sent to any person or agency when requested by the student in writing, provided all accounts with the college have been settled satisfactorily. There is no charge for transcripts.



FINANCIAL AID

The philosophy at College of The Albemarle is that any individual who wishes to attend the institution should not be deprived of this privilege by virtue of a lack of financial resources. Although the primary responsibility for financing an education remains with the student and his/her family, College of The Albemarle participates in programs designed to supplement the family contribution in order to meet documented student financial need. Financial aid consists of grants, loans, scholarships, campus employment, or any combination of these as determined by the policies of the financial aid office.

APPLICATION PROCEDURE

To apply for financial assistance, students should complete the following forms which may be obtained from the financial aid office:

1. **American College Testing Family Financial Statement (ACT FFS)**
   In completing the FFS the student and family should provide information from their federal and state income tax forms for the preceding calendar year. The form should be completed as soon as possible after January 1 and mailed to ACT, Student Needs Analysis Services. The fee charged by ACT provides the college with a needs analysis which is required for awarding all federal funds except the Pell Grant.

   A student applies for the following whenever he/she completes the FFS and sends the appropriate fee:

   Pell Grant
   Supplemental Educational Opportunity Grant (SEOG)
   Perkins Loan (formerly NDSL)
   College Work Study (CWS)
   N.C. Student Incentive Grant (NCSIG)

   NOTE: The college strongly recommends that students completing this form have it reviewed by a member of the financial aid staff before mailing.
2. **Financial Aid Transcript (FAT)**
   A student who attended other colleges prior to attending COA must have a FAT completed by the financial aid office at each prior school whether or not the student received financial aid.
3. **COA Private Scholarship Applications**
   The college offers more than thirty scholarships to eligible students. Requirements for scholarships vary; however, the primary concerns are financial need, scholastic ability, a specified program of study, residency status, and participation in community activities. For each scholarship for which the student applies both an application and a requirements form must be completed.

REQUIRED FORMS FOR FINANCIAL ASSISTANCE

The following forms must be submitted to the financial aid office for financial assistance:

1. All copies of the Student Aid Report (SAR). These forms will be mailed directly to the student notifying him/her of eligibility for the Pell Grant as a result of completing the ACT.
2. Financial Aid Transcripts from all former colleges attended.
3. Signed copies of the student's and parents' federal and state tax forms.

4. Financial Aid Needs Analysis which is sent directly to the college as a result of the student's completing and mailing the ACT Family Financial Statement.
5. Other forms which may be requested if the student is validated.
6. Any COA Scholarship Application forms and Requirement forms completed by the student.

DEADLINES

The ACT or COA Scholarship Application must be completed and received at its destination before the dates listed below to be considered for certain awards:

(ACT)	North Carolina Student Incentive Grant.....March 15
(ACT)	Supplemental Educational Opportunity Grant.....June 1
(ACT)	College Work Study.....June 1
(COA SS Form)	Most COA Scholarships....June 1

FEDERAL AND STATE FUNDS AVAILABLE

Below is a brief description of federal and state programs available to COA students.

Pell Grant

Pell Grants are awards to help undergraduates pay for their education after high school. The Pell Grant Program is the largest federal student aid program. For many students these grants provide a "foundation" of financial aid to which aid from other federal and non-federal sources may be added. Unlike loans, grants do not have to be paid back.

Supplemental Educational Opportunity Grant (SEOG)

Students who could not attend college without financial assistance may be eligible for Supplemental Educational Opportunity Grant. This federal program does not require employment or repayment. The amount of the grant is based on students' financial need and the minimum award is $200. To be eligible for SEOG, students' financial aid folders should be complete by June 1.

North Carolina Student Incentive Grant (NCSIG)

Administered by College Foundation, Inc., this grant is provided to students who are legal residents of North Carolina accepted for enrollment or enrolled full time in good standing in an undergraduate program of study in an eligible college, university, technical, or vocational school in North Carolina. Students must demonstrate financial need as determined through a needs analysis. March 15 is the deadline for requesting NCSIG.

PERKINS LOAN (formerly NDSL)

This federally-funded loan may be available to eligible students who meet certain requirements. Amounts up to $1,500 a year or a total of $3,000 while enrolled at COA may be awarded to students who can prove their eligibility. The interest on the Perkins Loan is 5 percent and payments do not begin until six months after the student separates from the college. The student signs a promissory note and is responsible for repayment of the loan. Severe penalties may be encountered if the student defaults on loan payments. Certain deferments and cancellations are available to the borrower.

N.C. Insured Loan Program - College Foundation, Inc.

Under this program an in-state student may borrow as much as $2,625 a year. Repayment of principal and interest at eight percent begins nine months after students have ceased their course of study.

Out-of-State Loans

Out-of-state students should contact their family banks or state higher education assistance agencies concerning state-administered guaranteed student loan programs.

College Work-Study Program

The College Work-Study Program enables eligible students to help pay college expenses while attending classes full time. Students participating in the program are employed in the library, laboratories, administrative and faculty offices, and various departments of the college. Interested students should contact the financial aid office.

PRIVATE SCHOLARSHIPS

Students may receive further information about the following scholarships from the financial aid office.

Albemarle Hospital Volunteer Services

The Albemarle Hospital Volunteer Services Scholarships are awarded annually to students who enroll in the Associate Degree Nursing program. Students wishing to apply for these scholarships should contact the Chairperson of the Nursing Department.

Albemarle Woodmen Scholarship

The Albemarle Woodmen Scholarship was established by the Albemarle Unit 463 Woodmen of the World Life Insurance Society. A scholarship is awarded annually to the son or daughter of a member, or a student recommended by a member of the Albemarle Woodmen of the World.

Anna W. and Clifford E. Bair Scholarship

This scholarship was created by COA employees and friends in honor of former faculty members Anna W. and Clifford E. Bair. Scholarships will be awarded on a competitive basis to piano, voice, and organ students who enroll at COA.

Alexandra K. Boada Scholarship

This scholarship, awarded in memory of a former foreign language instructor, covers in-state tuition and fees for one academic year. It is sponsored by the Foreign Arts Club which designates the criteria for the award and selects the recipient. A list of eligibility requirements may be obtained from the financial aid office.

Carolina Telephone Scholarship

The Carolina Telephone Scholarship was formed by the Carolina Telephone and Telegraph Company. Three scholarships are awarded each year to persons who have been hardest hit by recession and chronic unemployment.

Donna D. Cartwright Scholarship

The Cartwright Scholarship was created by the COA Satyrs and friends as a memorial to a former drama student who expired in a plane crash on November 23, 1967. This scholarship will be awarded to a second-year drama student by the Satyrs advisor.

Chief Petty Officers Scholarship

The Chief Petty Officers Scholarship was created by the Chief Petty Officers Association of Elizabeth City. Students who have and who maintain a 3.25 GPA are eligible to apply for this scholarship.

Coca-Cola Scholarship

The Coca-Cola Scholarship was established by Mid-Atlantic Coca-Cola Bottling Company, Inc. A scholar-

ship will be awarded to a graduate from COA's seven-county service area who meets all requirements.

College of The Albemarle Scholarship

The College of The Albemarle Scholarship was established by bequest of the late Mr. Roland L. Garrett of Elizabeth City. The Scholarship fund will continue to increase with donations from other individuals and businesses in order to provide assistance to needy and deserving students.

James T. Connolly Scholarship

The Connolly Scholarship, in memory of a former business instructor, is awarded annually to a northeastern North Carolina student who is enrolled in a business program at the college.

Harriette M. Crump Scholarship

This scholarship was established in memory of a former Director of Resource Development at the college. The scholarship may be awarded to applicants who meet the mandatory requirements with a preference for those interested in careers in education and those with strong records of community service. Candidates for the scholarship must be either first-year students who graduated in the upper half of their high school class or second-year students who have maintained a 3.0 or better grade point average.

Mark S. Cummings Scholarship

This scholarship, instituted and funded by the Student Senate of College of The Albemarle to encourage and recognize outstanding academic achievement, is awarded each year to the rising sophomore who has maintained the highest grade point average through his or her freshman year at the college.

Elizabeth City Business & Professional Women's Club Scholarship

The ECBPW Scholarship for $100 will be awarded to a student 25 years of age or older who desires to further her career through education or needs training to enter the job market.

Selma Harris James Scholarship

Learning disabled students will be primarily considered for this scholarship. Financial need and good academic standing are also requirements.

Brenda Holt Muir Scholarship

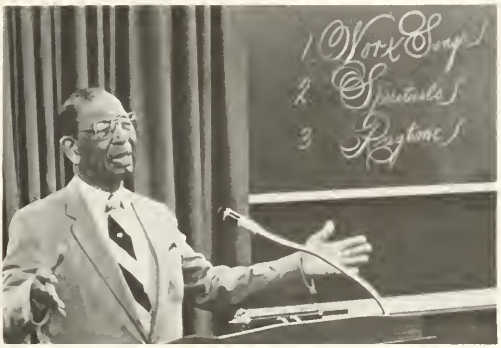
The Brenda Holt Muir Scholarship was founded as a memorial by her husband, Gregory T. Muir. The scholarship will be awarded to eligible Practical Nursing applicants to assist in their educational expense for a maximum of four quarters.

North Carolina Community College Scholarship

This scholarship is available primarily to students who need financial assistance, who are minorities, and/or who are displaced persons looking for new job skills.

Northeastern Homebuilders Association Scholarship

Applicants must be planning to enroll in the Electrical Installation and Maintenance, Air Conditioning and Refrigeration, Light Construction, or Mechanical Drafting and Design Technology programs. Candidates must be high school graduates from Camden, Chowan, Currituck, Pasquotank, or Perquimans County.



Zack D. and Martha Anderson Owens Nursing Scholarship

The Owens Scholarship is available for students in the college nursing programs. Further information is available from the Chairperson of the Nursing Department.

Pasquotank County Extension Homemakers Club Scholarship

The Pasquotank County Extension Homemakers Club Scholarship is awarded to a Pasquotank County resident. Tuition and fees will be paid for three quarters.

President's Foundation Scholarship

Valedictorians and salutatorians from each high school in the college's seven-county service area may apply for a President's Foundation Scholarship. This award is $300 a year. The recipient's eligibility remains in effect during six quarters enrollment at COA.

Mary and Zack D. Robertson, Sr. Scholarship

The Mary and Zack D. Robertson, Sr. Scholarship was founded and funded in memory of Mary and Zack D. Robertson, Sr. by their family. It is awarded to students in the Associate Degree or Practical Nursing program from Chowan, Pasquotank, or Perquimans counties.

Robinson Scholarships

Graduates of Northeastern North Carolina high schools who have at least average grades are eligible to apply for these scholarships. The student's financial need will determine the amount of the scholarship.

Carrie M. Roebuck Scholarship

The Carrie M. Roebuck Scholarship was established in her memory to commemorate her years of service in the nursing profession. Students enrolled in the Associate Degree and Practical Nursing programs at COA will have priority over applicants in other programs of study.

Raymond H. Shorkey Memorial Scholarship

The Shorkey Scholarship is awarded annually in the amount of in-state tuition and fees for one academic year (four quarters) to a full-time student in the Machinist Trade program. The scholarship recipient must be a North Carolinian residing in the seven-county service area of the college.

VFW Scholarship

The VFW Scholarship is a $100 renewable scholarship awarded each year to a full-time, first-year student. Applicants must be a son or daughter of a veteran of military service, and a permanent resident of Camden, Chowan, Currituck, Dare, Gates, Pasquotank, Perquimans, Tyrrell, Hyde, or Washington County.

Wachovia Technical Scholarship

The Wachovia Bank and Trust Company Technical Scholarship was established in 1981 to provide assistance of $500 to a deserving student. It will be awarded to a second-year technical student who meets all requirements.

Grover Clyde White Scholarship

This scholarship is a two-year scholarship covering in-state tuition, fees, and books. Applicants must be northeastern North Carolina residents whose surname or mother's maiden name is White. The student's scholastic standing must be in the upper 25 percent of the high school graduating class.

Robert Jennings White Scholarship

Established in memory of Robert (Bobbie) Jennings White, this scholarship is to be awarded to a student in the upper 30 percent of the graduating class from one of COA's seven-county service area high schools.

George J. Winslow Scholarship

Graduates of northeastern North Carolina high schools who are in the upper half of their classes and who maintain a 2.5 grade point average as full-time students at COA are eligible for consideration for the Winslow Scholarship.

AWARD PROCEDURE

The amount of aid for which a student is eligible is determined by COA's Assistant Dean of Student Financial Aid and is based upon the analysis report which shows (a) the income and assets of the family, (b) the number of dependent children in the family, (c) the earnings and assets of the student, and (d) the remaining need.

A student who notifies the financial aid office that he/she is applying only for a Pell Grant will be notified of the award soon after all three copies of the Student Aid Report are submitted to the financial aid office if:

1. The college has received its official allocation from the Education Department.
2. The payment schedule, from which the size of the award is determined, has been published by the Education Department.

In the event that the college has not received its official allocation or that the payment schedule has not been published by the time the Student Aid Report is submitted to the financial aid office, the student will be notified soon after the allocation and payment schedule are received.

ELIGIBILITY REQUIREMENTS

Financial aid is awarded primarily on the basis of need. In addition, financial assistance is dependent upon the availability of financial resources. To be considered for financial aid, applicants must

1. be enrolled or accepted for enrollment in College of The Albemarle on at least half-time basis;
2. be a United States citizen, national or permanent resident of the United States;
3. be an undergraduate student who has not previously received a bachelor's degree;
4. demonstrate financial need;
5. demonstrate evidence of academic or creative promise;
6. be making satisfactory progress in the course of study he or she is pursuing; and
7. be not in default on a NDSL, Perkins Loan, or Guaranteed Loan, and must not owe a refund of Federal Grants at any institution.

If the student qualifies for financial aid, he/she will receive an award letter during the summer months. The student should answer the appropriate questions on the award letter and return it immediately, signifying acceptance of the award. If the aid is not suitable for the student's needs, he/she should make an appointment with the Assistant Dean of Student Financial Aid for consultation.

PAYMENT SCHEDULE

Students who have received their financial aid award letters with payment indicated on Payday 1A, and who register during the early registration dates, may have their tuition and fees taken from their financial aid if the amount of financial aid is sufficient to cover tuition and fees. A student's folder must be complete before award letters are written.

STUDENT SUPPORT SERVICES

All students who are receiving financial aid whose grade point average falls below 2.0 are requested to apply for the Student Support Services Program.

SATISFACTORY ACADEMIC REQUIREMENTS

To receive or renew financial assistance (NCSIG, Pell Grant, SEOG, CWS, NDSL, GSL), students must maintain the minimum grade point average consistent with the number of hours attempted as listed below.

Credit Hours Attempted	Minimum GPA
1 - 16	1.00
17 - 32	1.25
33 - 48	1.50
49 - 64	1.75
65 - 80	1.90
81 and above	2.00

See the *Financial Aid Student Consumer Information Guide* for further details.

MEASURABLE TIME PROGRESS REQUIREMENTS

U.S. Department of Education regulations require a student to complete his/her degree by a time frame established by the institution. The increment requirements will be measured at least once a year, usually after the spring quarter, to determine if the student will be eligible for financial aid for the following fall quarter. If the student meets the increment requirements, he/she will be eligible to receive financial aid. Following is a scale showing the measurable time progress requirements by credit hours for a full-time student. A schedule for three-quarter or one-half time students may be found in the Financial Aid Student Consumer Information Guide.

Quarter at COA	Credit Hours for Full Time Student	
1st	8	
2nd	8	16 cumulative
3rd	8	24 cumulative
4th	8	32 cumulative
5th	8	40 cumulative
6th	8	48 cumulative
7th	8	56 cumulative
8th	8	64 cumulative
9th	8	72 cumulative
10th	8	80 cumulative
11th	8	88 cumulative
12th	8	96 cumulative
13th	8	104 cumulative

REMOVAL AND REINSTATEMENT

Students who drop below the GPA satisfactory academic requirements or the measurable time progress requirements will be removed from financial assistance the following quarter and will not be eligible for further financial aid until a 2.0 GPA (with a minimum of six credit hours) has been maintained for each quarter thereafter or until their overall GPA is within the satisfactory academic requirements scale and the measurable time progress requirements scale. Financial assistance may be reinstated the quarter following demonstration of satisfactory progress in academics and time progress.

STUDENT DEVELOPMENT

College of The Albemarle offers a comprehensive program of student development services designed to aid students in meeting the challenges of college life, and to provide opportunities to maximize self-understanding and personal growth as well as develop intellectual and social skills.

GUIDANCE AND COUNSELING

Educational, vocational, and personal guidance and counseling are available to all students from the following two sources: the student development counselors and the faculty.

The student development counselors provide admissions counseling designed to assist students to identify programs of study and to select courses for which they are best suited and which lead toward the attainment of their educational objectives. Counselors continue to work closely with students after they are enrolled to insure that their educational program is implemented and that they are making satisfactory progress toward the accomplishment of their educational goals. The counselors are available also for personal and social counseling if students desire to take advantage of this service.

Since the college offers college transfer education, many students frequent the counselors' offices to discuss transfer admission requirements at senior institutions. Although the counseling staff assumes the responsibility to be cognizant of transfer admission requirements, in the final analysis it is the direct responsibility of the student to contact the senior college or university to determine requirements for transfer, thus verifying the information obtained from counselors.

Faculty members post regular office hours indicating when students and prospective students may seek advisement and consultation.

INFORMATION SERVICE

Information pertaining to occupations, educational opportunities and social concerns is available from the student development counselors for students and prospective students. Also, the office of student development coordinates with the Coordinator of Public Information and the faculty in the development and distribution of printed materials pertaining to curriculum courses and programs (i.e. catalog, program brochures, and general information booklets).

TESTING AND ACADEMIC PLACEMENT

All students who enroll in a two-year program of study, those who enroll in some one-year diploma programs, and those who have earned 12 to 15 credit hours at COA but are uncertain of a program of study are required to take a Placement Test Battery. Students who score below the designated cut-off scores on the English, math, or reading tests will be enrolled in developmental courses for indicated course work, the successful completion of which is required prior to enrollment in specific courses or programs. The admissions office has a schedule of testing times and dates. Testing is also conducted in an abbreviated form on orientation day of each quarter, summer quarter excluded.

The counseling staff at College of The Albemarle is qualified to administer and interpret a variety of group and individual tests. In addition to placement testing, students have the opportunity to take interest, personality, and aptitude measurements as needs arise during their studies at College of The Albemarle.

CAREER RESOURCE CENTER

College of The Albemarle maintains a Career Resource Center in which information regarding 3,000 colleges and schools, 20,000 occupations, and labor trends is available. The Career Resource Center contains self-appraisal guides, interest inventories, and career planning materials for students' use. Information on where and how to look for jobs, how to prepare resumés, and effective interviewing techniques are provided. The Assistant Dean of Counseling and Placement is available for counseling and assistance in using career resource materials.

JOB PLACEMENT SERVICE

College of The Albemarle attempts to provide both educational and job placement assistance for its students. College transfer students are assisted by the student development counselors and faculty advisors in gaining admission into senior colleges and universities to complete their baccalaureate program.

All other students who do not plan to continue their education are urged to register with the Assistant Dean of Counseling and Placement six months prior to their graduation date, regardless of whether or not they plan to seek employment immediately upon graduation. The Assistant Dean of Counseling and Placement regularly trains students in successful job-seeking methods.

Current job listings are posted in the placement office and on bulletin boards around campus. Names and addresses of local and Tidewater, Virginia employers are available.

The placement office sponsors a career day in which prospective employers are invited to discuss potential job opportunities and employment trends with students.

Students who desire employment are recommended to prospective employers in business and government and notified of vacancies which exist. Upon request by a prospective employer and approval of the student, the student's credentials (personal data, references, and college transcript) are sent to the employer by the placement office. Registrants are eligible for interview with recruiters who come to the placement office seeking applicants for jobs.

Students seeking curriculum-related, part-time employment while attending College of The Albemarle, should contact the Director of Cooperative Education. Students can receive academic credit in their major course of study while earning money through the Cooperative Education Program.

Placement forms are available at any time during the assistant dean's office hours. The assistant dean is also available for counseling with registrants who need information about job opportunities.

The placement office is responsible for keeping abreast of part-time job offerings for students while they are enrolled in school. Students should contact the assistant dean for additional information.

There is no charge for any of the services of the placement office.

STUDENT SUPPORT SERVICES

Student Support Services is a federally-funded program which serves students with academic potential who are economically disadvantaged and/or first-generation college students, and those who are learning disabled or physically handicapped. The program offers supportive services to a select group of students who may not otherwise show their true academic potential. Academic advisement, no-cost tutoring, assistance in applying for financial aid, personal development counseling, resource information and guidance, and cultural enrichment activities are facets of the program which increase the likelihood that students will successfully reach their college goals.

The tutorial program is a component of Student Support Services and is available to Student Support Serv-

ices program participants in all regular curriculum courses.

TUTORIAL PROGRAM

The tutorial program is designed to help those occupational students who are having difficulty making satisfactory grades in any particular subject. Students recommended by instructors will tutor those students who need help. Interested students should contact the office of student development or student support services office for additional information.

CHILD CARE PROGRAM

The child care program is a federally-funded project designed to meet the needs of single parents and/or homemakers who may not otherwise be able to attend classes. Depending upon availability of funds, the college contracts with local child care providers, who meet the Office of Day Care Services standards, to provide child care services to eligible students who are enrolled in vocational and technical curricula.

HEALTH SERVICE

The college does not have an elaborate system of health services. However, the Rescue Squad of Pasquotank County is available on call at no cost to the student in case of an emergency. First aid kits are currently available in the physical education faculty offices (C 152), the cashier/business office (A 129), the maintenance offices, and certain laboratories. These locations are subject to change. The kits are available for student use; however, the college does not assume responsibility for the administration of first aid. The Policy and Procedure Manual should be consulted for information and procedures for handling accidents and emergencies.

Students have the opportunity to purchase accident insurance when they register. The college strongly recommends that students who enroll in occupational programs or who plan to take physical education activity courses avail themselves of this opportunity.

HOUSING

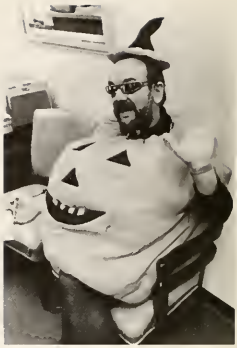
Many students from other counties and states desire to live in Elizabeth City while attending College of The Albemarle. No dormitory facilities are provided. Students must arrange their own living accommodations. The college does not assume responsibility for the acquisition, approval, or supervision of such housing.

STUDENT ACTIVITIES

College of The Albemarle offers its students opportunities to participate in a variety of cultural, athletic, and recreational experiences. Students may also participate in the governance of the college as elective and appointive student government officers and senators. Through financing made possible by student activity fees paid by full-time students, the Student Senate plans and directs a program of activities such as dances, concerts, pig-pickin's, melon feasts, charity fund-raisers, COA Week festivities, student-faculty sports competition, and the spring formal, as well as lending financial support to student clubs, organizations, publications, intramurals, and fine arts events.

The student newspapers, *Old Salt* (main campus) and *The Daily Dolphin* (Dare County Center), the yearbook, *Beacon,* and the campus literary magazine, *Argus,* are published by students. Work on these publications gives students an opportunity to explore their own creativity within the media arts, as well as an opportunity to work in editing, advertising, and photography.

Many activities are conducted in relation to courses of study — Art Club, Associate Degree Nursing Clubs, Computer Programming Club, Cosmetology Club, Foreign Arts Club, Phi Beta Lambda, and Practical Nursing Club. Others are based on student interest and hobbies



— the Satyrs (the college drama group) and the Chorale (the college choral group), and Minorities In Unity club.

Membership in the college's national scholastic fraternity, Phi Theta Kappa, is open to students who show high scholastic standing, character, leadership, and service while at College of The Albemarle.

The college also provides comprehensive drama and musical programs, a convocation series exploring a number of areas of student interests, and fine arts events designed to expose the students, faculty, and the community to cultural art forms not usually available in the college's geographic area.

The Department of Health and Physical Education offers an extensive program of intramural sports. Participation in these sports is purely voluntary (no college credit is awarded). The sports offered in the intramural program are correlated with those taught in the required physical education courses so that students are given the opportunity to practice their skills in actual competition.

VETERANS AFFAIRS

Veterans are invited to take advantage of the student services and educational programs offered by the college. College of The Albemarle cooperates with the Veterans Administration (VA) and the North Carolina Department of Veterans Affairs in assisting veterans and dependents of disabled or deceased veterans. For information and application forms, students should contact local Veterans Affairs offices.

Most curriculum courses listed in the catalog are approved for veterans training, as well as the Adult High School Diploma Program. For information concerning approved courses, please contact the Registrar.

All veterans and/or dependents are urged to contact local VA offices or the North Carolina Department of Veterans Affairs offices at least one month prior to enrollment at College of The Albemarle. The Registrar should be contacted for general information concerning VA educational benefits at the time of initial enrollment at the college.

All general regulations contained in this catalog apply to all students. However, there are some special conditions for the enrollment of veterans and/or dependents of veterans.

1. Under laws and/or regulations governing institutions approved for training of veterans and/or dependents of veterans, certain documents must be on file prior to certification of enrollment for educational assistance purposes. NO ELIGIBLE PERSON WILL BE CERTIFIED UNTIL THE FOLLOWING DOCUMENTS ARE IN THE HANDS OF THE CERTIFYING OFFICIAL:
   a. application for admission;
   b. high school transcript or its equivalent (GED); and
   c. official transcript of all previous education or training.
2. Changing Curriculum: Any deviation from an educational objective approved for VA benefits constitutes a change of program. A Request for Change of Program (VA Form 22-1995) must be filed with the VA at the beginning of the quarter in which the change is anticipated.
3. Address Change: The VA must be notified of any change of address to which assistance checks are mailed. Forms for this purpose are available from the Registrar's Office.
4. Auditing Classes: The VA does not recognize auditing as part of a normal class load. Should a change to audit reduce the course load below the number of hours necessary to be considered a full-time student, the Registrar must notify the VA of such change, and assistance pay will be adjusted accordingly. Following is a chart for determining student status for payment purposes:

Credit Hour Enrollment:

12 or more	—full time
9-11	—3/4 time
6-8	—1/2 time
less than 6	—tuition only

5. Class Attendance: Students are expected to attend all classes. When excessive absences cause disenrollment by the instructor, the Registrar must notify the VA of a reduced course load, which could affect assistance payments. Attendance reports for veterans and other eligible persons enrolled in vocational curriculums must be submitted to the Registrar on the last class day of each month.
6. Withdrawals: Courses dropped after the official drop period (not to exceed 30 days) which reduce the certified rate of pursuit could result in the reduction in rate of pursuit being retroactive to the beginning of the term. This applies particularly when a non-punitive grade is given by the instructor and no mitigating circumstances exist. Mitigating circumstances as defined by the VA are
   a. serious illness of the eligible veteran or person;
   b. serious illness or death in the eligible veteran's or person's immediate family; or
   c. immediate family or financial obligations which require a change in terms, hours, or place of employment which precludes pursuit of a course.
7. Special Restriction: Federal regulations prohibit the enrollment of an eligible veteran in any curricula for a period during which more than 85 percent of the students enrolled are having all or part of their tuition, fees, or other charges paid to or for them by the school, the Veterans Administration, and/or by grants from any Federal agency.
8. A veteran or other eligible person may not repeat any course for which credit has been granted and use those hours as a part of the VA certification.
9. The school will report unsatisfactory progress at the end of the second term of Conditional Status when the eligible person has failed to reach minimum academic standards. They will not be recertified until such time as the overall GPA is within the Scale for Determining Satisfactory Academic Progress.

COLLEGE OF THE ALBEMARLE RESERVES THE RIGHT TO CANCEL ENROLLMENT CERTIFICATIONS OF ANY VETERANS AND/OR DEPENDENTS OF VETERANS NOT MAKING NORMAL PROGRESS TOWARD THE EDUCATIONAL OBJECTIVE APPROVED FOR THE VETERANS ADMINISTRATION BENEFITS AS DETERMINED BY APPROPRIATE COLLEGE OFFICIALS.

Records of progress are kept on veteran and non-veteran students, alike. Progress records are furnished the students at the end of each scheduled school term.

STUDENT RESPONSIBILITIES, REGULATIONS, AND CONDUCT

1. Attendance to all social events will be by student identification cards.
2. No outside guests, other than a student's date, are allowed at social events.
3. Dress of students (or their guests) should be appropriate for the school function involved.
4. College students are considered to be mature individuals. Their conduct, both in and out of school, is expected to be that of responsible adults in public places. Any and all actions or materials prohibited by federal, state, and city-county law also are prohibited on the COA campus. Common courtesy and cooperation are the basic rules for conduct.
5. The playing of portable radios, tape recorders, and other similar equipment by students in halls, classrooms, labs, student center, and other common areas is prohibited. However, with the approval of an instructor, students may use tape recorders to record lectures and class discussions.

6. The use of skateboards on campus is prohibited.
7. General misconduct by students (or their guests) at school functions will subject them to disciplinary action by the College Disciplinary Committee.
8. Each student is held responsible for information published in the college Catalog, Student Handbook, and announcements placed on student bulletin boards.
9. Students who negligently lose, damage, destroy, sell, or otherwise dispose of college property placed in their possession or entrusted to them will be charged for the full extent of the damage or loss and are subject to disciplinary action.
10. Under no condition will intoxicating liquor (any beverage containing as much as one-half of one percent of alcohol), narcotics, illicit drugs, hallucinogens, barbiturates, or amphetamines be permitted in or on college property. No student organization or club shall purchase, give away, or sell any aforementioned intoxicating beverage or substance. Anyone known to be under the influence of same is prohibited from college property. Additionally, the introduction, possession, sale, exchange, and/or use thereof is considered grounds for dismissal and possible legal action. Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule.
11. Students who engage in such acts as stealing, cheating, gambling, use of profane language, personal combat and possession of firearms or dangerous weapons on college property are subject to disciplinary action.
12. Cheating and plagiarism are those processes of utilizing as one's own another's work, words, or ideas. Those processes are not the mark of the competent college student; students who use them are subject to disciplinary action by the college.
13. Personal cleanliness and property cleanliness are important phases of training. Students will be expected to make use of the disposal containers in the halls, student center, shops, and classrooms.
14. No student shall possess or carry, whether openly or concealed, any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, powerful explosive as defined in G.S. 14-284.1, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapon of like kind, not used solely for instructional or school sanctioned ceremonial purposes, in any college building or vehicle, or other property owned, used, or operated by the college.
15. College of The Albemarle honors the right of free discussion and expression. That these rights are a part of the fabric of this institution is not questioned. It is equally clear, however, that in a community of learning, willful disruption of the educational process, destruction of property and interference with the rights of others cannot be tolerated. Accordingly, it shall be the policy of the college to deal with such disruption, destruction, or interference promptly and effectively, but also fairly and impartially without regard to race, religion, sex and political beliefs.

    Students interested in campus demonstrations information are required to consult with the Dean of Student Development.
16. Any student who, with the intent to obstruct or disrupt any normal operation or function of the college or any of its components, engages, or invites others to engage, in individual or collective conduct which destroys or significantly damages any college property, or which impairs or threatens impairment of the physical well-being of any member of the college community or which because of its violent, forceful, threatening or intimidating nature, or because it restrains freedom of lawful movement, or otherwise prevents members of the

college community from conducting their normal activities within the college, shall be subject to prompt and appropriate disciplinary action, which may include suspension, expulsion, or dismissal from the college.

The following, while not intended to be inclusive, illustrate the offenses which are regarded as obstructive and disruptive: (1) occupation of any college building or part thereof with intent to deprive others of its normal use; (2) blocking the entrance or exit of any college building or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room; (3) setting fire to or by any other means destroying or substantially damaging premises; (4) any possession or display of, or attempt to threaten to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any college building or on any college campus; (5) prevention of, or attempt to prevent by physical act, the attending, convening, continuation, or orderly conduct of any college class or activity or of any lawful meeting or assembly in any college building; (6) blocking normal pedestrian or vehicular traffic on or into any college campus.

COLLEGE DISCIPLINARY COMMITTEE

The purpose of this committee is to hear charges against students accused by any member of the college community of infractions of rules or regulations applying to student behavior; to judge the guilt or innocence of students so charged; and to decide upon action to be taken against students judged to be guilty of such infractions.

The College Disciplinary Committee shall be composed of all current members of the Faculty Executive Committee, a student representative appointed by the current President of the Student Senate, the Dean of Student Development, and the Dean of Instruction. The Dean of Instruction serves as the chairman and votes only in the event of a tie. The Dean of Student Development, as a representative of the student's interests, will be a non-voting member.

DISCIPLINARY PROCEDURES

Any student, faculty member, or administrator may file with the Dean of Instruction a written complaint against a student and may request that the College Disciplinary Committee be convened. The written charge(s) shall include the rule(s) or regulation(s) of student responsibilities, regulations and conduct that allegedly have been violated. The following procedure will then be initiated.

1. The Dean of Instruction shall distribute copies of the complaint to the committee members and to the student against whom the complaint is lodged and set the time for the committee's meeting. The student's copy of the charges and alleged violations shall be handed to the student by the Dean of Instruction or his/her designee or the copy may be mailed to the student's residence or last known residence.
2. The committee shall be the judge of whether sufficient time has elapsed for the accused to prepare his/her defense.
3. If the student fails to appear at a scheduled hearing and offers no reasonable excuse, the student will be suspended from the college for one quarter. If the student is unable to appear at a scheduled hearing for a logical reason, another hearing date will be set. The student will direct the excuse to the Dean of Instruction.
4. No member of the Disciplinary Committee who has an interest in the case shall sit in judgment. A temporary replacement shall be appointed by the Dean of Instruction except in the event of replacement of the Student Senate representative, whose

replacement shall be appointed by the President of the Student Senate.

5. At the hearing, the Dean of Instruction shall preside. The Dean of Student Development shall present any information relative to the situation.
6. Both the accused and the accusor shall have the right to make statements in extenuation or rebuttal and to call witnesses on their behalf. Both shall also have the right to question witnesses.
7. Members of this committee shall have the right to call other persons to appear, and to question witnesses and the accused.
8. Any member of the college faculty or staff, or any student or group of students, may appear only with prior permission of the committee.
9. The Dean of Student Development may make a recommendation to the committee.
10. The Dean of Instruction shall be responsible for keeping a verbatim record of the hearing (e.g. a recording). In addition, he/she shall prepare three case summaries of the proceedings. One copy of the case summary shall be kept permanently in the office of the Dean of Instruction, another kept in the office of the Dean of Student Development (to be retained in files separate from student's permanent academic files) and the third shall be for the student. The recording shall be retained by the Dean of Instruction.

    The Secretary to the Dean of Instruction is authorized to be present at the proceedings for operation of the recorder and to take written minutes for the case summaries.
11. An appeal of a decision by the College Disciplinary Committee may be made in writing to the President of College of The Albemarle within three calendar days after the student has received the case summary.

STUDENT GRIEVANCE PROCEDURE

I. Grievance Procedures on the Informal Level

A. A student who thinks that he or she has received unfair or improper treatment should address the problem informally through discussion with the faculty member, staff member, or administrator involved. In certain situations, however, the student may feel more comfortable in first discussing the problem with one of the student development counselors. This discussion should be to determine the necessary procedures to solve the problem at the lowest level.

B. If this discussion does not resolve the situation, the student should request input from the immediate supervisor of the person involved. If the grievance involves a faculty member, the student should discuss the problem with the departmental chairperson; if the grievance involves a staff member or administrator, the student should discuss the problem with the appropriate dean; if the grievance involves a dean, the student should discuss the problem with the college president.

II. Grievance Procedures on the Formal Level

A. A student who is not satisfied with the resolution reached at the informal level may submit a formal grievance in writing to the appropriate dean. The grievance must be dated and signed by the student and must:
    1. describe in detail the grievance and the facts related to the grievance;
    2. identify the person, policy, or procedure against whom or what the grievance is filed;
    3. explain the steps taken in an effort to resolve the grievance at the informal level; and

4. describe the student's idea of a satisfactory resolution.

This document must be submitted within twenty (20) days after the alleged grievance occurred.

B. The dean will review the grievance, make such inquiries as he or she deems appropriate, and provide the student with a written response within fifteen (15) working days, including in the decision:
   1. disposition of the grievances and discussion of the steps taken in the inquiry;
   2. subsequent appeals steps possible for the student, such as pursuit of the grievance through discussion with the college president and/or appropriate college committees.

III. Appropriate Channels for Appealing Grievances at the Formal Level

A. A student who has an unresolved complaint concerning a faculty member or a problem involving an academic matter should submit a grievance to the Dean of Instruction.

B. A student who has a problem involving a non-academic matter or a problem dealing with federal regulations concerning the handicapped (Section 504 of the Rehabilitation Act of 1973) should submit a grievance to the Dean of Student Development.

C. A student who has a problem involving sexual harassment or discrimination (Title IX of the Education Amendments of 1972) or affirmative action should contact the Dean of College Advancement.

STUDENT RECORDS — CONFIDENTIALITY AND RELEASE

College of The Albemarle recognizes the importance of exercising responsibility in the maintenance and security of all student records. In order to meet that responsibility and the requirements of the Family Education Rights and Privacy Act of 1974, as enacted by Congress, the college makes the following information known.

I. Types of educational records and information which directly relate to students and which are maintained by the college

A. Permanent Student Files: transcripts of work at other institutions, health forms or records, recommendation letters, placement test profiles, application and residency forms

B. Transcripts: academic record of all courses taken while enrolled at the college

II. The official responsible for the maintenance of each type of record, the persons who have access to those records, and the purpose for which they have access

A. The Registrar: responsible for the maintenance of student files and transcripts

B. The permanent clerical staff in the student development office: access to the files for maintenance purposes

C. The counselors and faculty advisors: access to the files for the purpose of academic advisement

D. Members of the Academic Appeals Committee: access when a case comes before the committee

E. Other authorized college committees: access whenever the nature of their responsibility requires access to student records (e.g., determining awards at graduation, etc.)

III. The policy of the college for reviewing, maintaining, and expunging records

A. As a matter of policy the institution destroys all student records except the official transcript five (5) years after the student leaves the college.

B. Parents and legal guardians of independent students 18 years of age or older do not have a right to view student records, grades, tests scores, etc., unless written consent of the student is received. Parents of dependent students as defined in section 152 of the Internal Revenue Code of 1954 may review student records without the written consent of the student.

C. Requests for student transcripts will not be honored as long as the student has any outstanding debt to the college.

D. Official transcripts and placement files will be forwarded only upon the written request of the student.

E. Whenever it is requested that grades and records of students be released to faculty or to any agency, written permission must be obtained from the student except as outlined in II preceding. Forms are available in the Registrar's office for this purpose.

F. Instructors may post final exam and end of course grades provided numerical codes are used, unless students notify their instructors five class days before the end of the quarter that they do not wish their grades posted.

IV. The procedures established by the college providing access to student records

A. Upon receipt of a written request from the student, the Registrar shall within thirty (30) days

1. allow the student to inspect and review the permanent file and transcript;
2. provide the student with copies of the material at a cost of $.50 per page if the student so desires;
3. interpret the records to the student; and
4. allow the student to challenge, in writing, the content of the files. Upon receipt of the challenge, the Registrar shall conduct a hearing at which time any materials found to be inappropriate or misleading will be corrected. Students also shall have the opportunity to insert into their file any written explanations they deem appropriate.

B. College of The Albemarle considers the following "Directory Information" and will release such information unless each student notifies the Registrar in writing within the first three class days of each quarter:

1. name, address and phone number;
2. date and place of birth;
3. programs of study;
4. participation in officially recognized activities;
5. dates of attendance;
6. degrees and awards received;
7. the most recent previous educational agency or institution attended by the student; and
8. graduation honors.

ACADEMIC REGULATIONS

THE CATALOG AND THE STUDENT'S PROGRAM

The catalog of College of The Albemarle, which is issued every two years, provides a description of the operation of the college and of the regulations that pertain to academic matters.

Ordinarily students may expect to be allowed to secure a diploma or degree in accordance with the curriculum requirements outlined in the catalog in force when they first entered the college or in any subsequent catalog published while they are students. The faculty and administration, however, reserve the right to make changes in curricula and in regulations at any time when they judge changes to be in the best interest of the students and of the college. If students choose to meet the requirements of a catalog other than the one in force at the time of original entrance, they must meet all requirements of the catalog they elect. Students who change their programs of study must meet the requirements of the catalog in force at the time of the change.

Faculty and counselors will make every attempt to give effective guidance to all students; however, the final responsibility for meeting all academic requirements rests with the student.

ASSOCIATE DEGREE GRADUATION REQUIREMENTS

I. General Statement

A. General Requirements

The college awards the degrees listed below to persons who have fulfilled the following requirements:

1. At least 96 hours of college transfer work must be completed with at least a C (2.0) average. If students, as a result of placement tests or grades are found to be deficient in math, English, and/or reading skills, they will be required to take appropriate developmental courses. In this case, the total number of hours will exceed 96.
2. Courses with a two-digit course number are not applicable toward any degree.
3. Courses with a four-digit course number, a "T" prefix, or a "D" prefix are not applicable toward the Associate in Arts, the Associate in Science, or the Associate in Fine Arts degree.
4. All of the requirements listed in the appropriate catalog (see above section) must be completed.
5. Of the last 45 hours of work completed for a degree, at least 36 must be completed at the college.
6. Any individual who has served in the Armed Forces of the United States of America for a minimum of eighteen (18) months of active duty and who is eligible for the G.I. Bill of Rights is exempted from the physical education requirements. Elective hours are required in substitution of the waived physical education hours.

B. Other Requirements

1. Degrees will not be awarded to students with financial obligations to College of The Albemarle.
2. Candidates for degrees and diplomas must participate in graduation exercises and pay the graduation fee.

II. Associate Degree Requirements

A. Requirements for Associate in Arts, Associate in Science, and Associate in Fine Arts degrees are outlined in the PROGRAMS OF STUDY

section of this catalog under College Transfer Programs.

B. Requirements for the Associate in Applied Science degree are outlined in the Programs of Study section of this catalog under Technical Programs.

VOCATIONAL DIPLOMA REQUIREMENTS

A diploma is awarded the student who successfully completes the prescribed vocational program of study that is at least four quarters in duration. (See the section in this catalog entitled *PROGRAMS OF STUDY* for specific diploma requirements).

CERTIFICATE REQUIREMENTS

A certificate is awarded the student who successfully completes a program of instruction that is three quarters or less in length.

CREDIT BY EXAMINATION

I. College Level Examination Program (CLEP) — Subject Examinations

These examinations represent end-of-course examinations developed by the Educational Testing Service for certain widely taught undergraduate courses generally taken during the first two years of college. The tests measure understanding of basic facts and concepts as well as the ability to apply such understanding to the solution of problems and the interpretation of materials.

College credit is granted for CLEP Subject Examinations contingent upon the following:

A. examinee must score at or above the score recommended by the Council on College Level Examinations;

B. credit will be granted only for those Subject Examinations that parallel courses appearing in the college catalog in force at the time a student applies for credit;

C. credit hours granted for a Subject Examination will be the same amount of credit that the college grants upon the successful completion of the equivalent course or sequence of courses (e.g., If an examinee successfully passes the American History Subject Examination, which covers the equivalent of the course work, he/she would receive nine quarters hours of credit.);

D. total credit granted for Subject Examinations shall not exceed 45 quarter hours;

E. credit for Subject Examinations is not granted until the examinee has enrolled as a student at College of The Albemarle and passed twelve credit hours with a 2.0 ("C") or better grade point average.

College of The Albemarle is not authorized to award credit for CLEP General Examinations.

The office of student development has additional information regarding CLEP Subject Examinations.

II. College of The Albemarle Proficiency Examinations

These examinations function as a method for obtaining credit by examination in subjects not covered by CLEP Subject Examinations. A student may present a request to receive credit for a course by an examination to an instructor who has knowledge of the student's ability or who feels that the student's background should enable the student to pass the examination.

An examination, agreed upon by a majority of the members of the department involved, must be prepared following the request of the student, admin-

istered before the last day for adding courses, and graded by two department members.

The examinee will not receive a letter grade or quality points; however, "credit by examination" will be entered on the student's transcript. The hours will be counted toward graduation but will not be counted in computing a grade point average.

The student can request to receive credit for a given course by way of a proficiency examination only one time. Subsequent attempts to receive credit must be via regular enrollment in the course.

Students should contact the office of student development for additional information.

GRADING SYSTEM

Students receive grades in each course at the end of the quarter. Instructors, using numerical codes, generally post grades outside their offices shortly after final grades are determined; grade slips are mailed to students within a few days after the termination of each quarter.

The system of grades is as follows:

Grade	*Interpretation*	*Quality Points Per Quarter Hour*
A	Superior	4
B	Good	3
C	Average	2
D	Poor, but passing	1
F	Failure	0
I	Incomplete — a deficiency in the quality of work accomplished. Given only when circumstances do not justify giving a specific grade. Must be removed by the end of the quarter following the one in which the Incomplete (I) was received, regardless of whether or not the student is officially enrolled (includes the summer quarter). If not removed within this time, the Incomplete (I) becomes a Failure (F).	
AUDIT	Will be interpreted as a statement of intent to officially audit the course at the time of registration.	
W	Voluntary withdrawal by the student for unavoidable reasons as determined by the Office of Student Development or administrative disenrollment by the instructor. Student Development Counselors *may* assign grades of "W" until the end of the fifth week following the first day of classes for any quarter. Thereafter, *instructors assign all grades.*	

A few courses offered by the college are graded on a pass (P), repeat (R) basis, which is indicated in their course descriptions.

ACADEMIC HONORS

I. Dean's List
In order to qualify for the Dean's List, a student must pass a minimum of 12 quarter hours of course work and attain at least a 3.50 grade point average, with no grade being below a "C."

II. Commencement Marshals
Rising sophomores who have maintained the highest quality point average during their freshman year are honored by being named Commencement Marshals. The marshal who has the best academic record is designated Chief Marshal.

III. The President's Service Cup
The President's Service Cup is awarded by the President of College of The Albemarle at the spring or summer graduation to the candidate for graduation who has contributed the most in services to the college. Student nominations are made by a committee composed of the department chairpersons, club advisors, and student development staff. Selection of the student is made by a vote of the faculty and administrative staff.

Names of nominees will be submitted to the Dean of Instruction's office. Pertinent graduation

information will be checked with the Dean of Student Development and the names of eligible nominees will be sent to faculty and staff. Votes will be returned to and processed by the Dean of Instruction.

IV. Honor Seals

The college, in an effort to recognize those candidates for graduation who have excelled academically, awards Honor Seals on degrees or diplomas in accordance with the cumulative grade point average noted below. The appropriate citation is also read upon awarding the degree or diploma at the graduation exercise.

Honor Seal	**GPA**
summa cum laude (with highest honors)	3.85-4.00
magna cum laude (with high honors)	3.70-3.84
cum laude (with honors)	3.55-3.69

V. Who's Who Among Students in American Junior Colleges

All COA students who meet the GPA and credit hour requirements listed below are notified of their eligibility and of details regarding application for membership in Who's Who. To be selected, applicants must have a 3.0 GPA; have earned sophomore status with a minimum of 42 credit hours toward a college transfer or technical program; be approved by two faculty/staff members; submit a completed Who's Who nomination form; and be participating members of a college club, publication staff, or intramural team.

POLICY FOR ENCOURAGING ACADEMIC PROGRESS

This policy for encouraging academic progress has three goals: (1) prevention of failure; (2) remediation; and (3) as a last resort, exclusion from a program or the college. It applies to all full-time and part-time curriculum students.

To impress students with the necessity of maintaining a good academic record, the college defines three categories of students.

(1) *Academic Alert*

This is a non-punitive category with the purpose of alerting students, counselors, and instructors to potential academic problems. Academic alert means that students will be notified of their status and will be required to report to their counselor or advisor who will attempt to identify the causes of poor academic performance, suggest ways to improve, and may suggest alternative programs for which the student is better qualified. See Notice #4 below.

Students will be placed on Academic Alert if they have less than an overall 2.00 GPA for any one quarter.

(2) *Conditional Status*

Students will be placed on Conditional Status if they fail to meet the requirements of the following Academic Progress Scale:

Credit Hours Attempted	Minimum GPA
0-16	1.00
17-32	1.25
33-48	1.50
49-64	1.75
65-80	1.90
81 and above	2.00

This scale does not apply to summer school. Summer school performance will be computed and counted in the cumulative GPA in the succeeding quarter. Exception: It does apply every quarter for students receiving educational assistance under the G.I. Bill.

Notice #1: Students on Conditional Status may enroll for a maximum of 12 credit hours. In addition, they must fulfill

these conditions: enrollment and participation in Applied Psychology (D-PSY 100), which is part of the 12 credit hours, and College Success Skills (ORI 99). Exception: This does not apply to vocational students.

Notice #2: The status of students transferring to COA will be determined by computing the GPA on all hours attempted at other colleges. Following the first quarter at COA, the status will be determined by considering only hours attempted at COA.

Notice #3: Students transferring from COA should be aware that the receiving institution may include all college work ever attempted in computing GPA

Notice #4: Students enrolled in developmental courses who are on Academic Alert or Conditional Status must meet with the Director of Student Support Services at the end of the first, fifth, and ninth weeks of the quarter (more often if necessary). If they have not already had ORI 99 and D-PSY 100, they shall be assigned to those courses.

(3) *Academic Suspension*

Students who are unable to meet the requirements of the Academic Progress Scale after two consecutive quarters of Conditional Status will be academically suspended (or directed to a more appropriate program offered by the college). Any student who fails to fulfill the conditions set forth under Conditional Status will be immediately suspended. Vocational students who do not pass at least one-third of their work on an hourly basis may be excluded from registering for the next quarter or placed on probation.

Conditional Status II students who earn a 2.5 GPA at the conclusion of any quarter may be continued by the Dean of Student Development as a Conditional Status II student for the next quarter without being suspended or having to appeal their suspension to the Academic Appeals Committee. Unless they bring their average up to the minimum GPA on the Academic Progress Scale, students who fail to earn a 2.5 GPA in any quarter thereafter will be suspended but still maintain the right to appeal.

Suspended students who enroll in summer school and pull their overall GPA up to the minimum standards will not have to appeal their suspension to the Academic Appeals Committee.

APPEALS OF SUSPENSION

The Academic Appeals Committee is composed of the Faculty Executive Committee, the Dean of Instruction, and the Dean of Student Development — all being voting members. In addition, faculty members who serve as advisors to students making appeals are consulting members of the committee. It considers letters of appeal from students who have been suspended because of unsatisfactory academic progress. All letters from suspended students must be received by the Dean of Student Development no later than noon of the second day of classes of the quarter following suspension. The committee meets at 10:00 a.m. on the third or fourth class day of the quarter, whichever falls on a Monday, Wednesday, or Friday. A quorum of three committee members is necessary for it to consider appeals. It is chaired by the Chairperson of the Faculty Executive Committee.

The Dean of Student Development is responsible for distributing letters of appeal and students' transcripts to members of the Academic Appeals Committee prior to an assigned meeting. Students wishing to appeal their suspension must submit a written appeal, which includes their home address and telephone number, to the Dean

of Student Development. The dean will notify appellants of the date, place, and time the committee will discuss their appeal. Students may appear before the committee and speak in their own behalf.

COURSE LOAD

Sixteen credit hours of college work is considered the normal student load. Permission must be obtained from the Dean of Student Development for scheduling more than eighteen hours of work.

A student enrolled in at least twelve hours of work is considered to be a full-time student. For students to gain sophomore status at the college they must earn a minimum of 42 credit hours.

REPETITION OF COURSE WORK

A student may repeat a course in order to receive a higher grade. However, all attempts at the course will be recorded on the student's transcript and will be used in calculating a cumulative grade point average.

CLASS ATTENDANCE POLICY

College of The Albemarle regards class lectures, demonstrations, discussions, and other experiences as vital ingredients of the educational process which can hardly be compensated for in out-of-class make-up work. Therefore, students who miss more than 10 percent of the classes in a course may be disenrolled from that course if such absences are unexcused. Excused absences include school-related activities which have been approved by the instructor, illness on the part of the student, or serious family problems requiring the student's attention. To qualify for excused status, however, *verification* such as a physician's statement may be required. Students who become ill or are otherwise prevented from attending classes should inform their instructors at the earliest opportunity. Failure to do so may result in disenrollment from the course.

DROPPING AND ADDING COURSES

At the beginning of each quarter there is a scheduled period in which students may drop and add courses. The time limit for these changes is published in the academic calendar which appears in the front of the college catalog. Those students wishing to change their schedules should consult with their advisor or counselor. However, it should be noted that students are advised to exercise good judgment and concern when registering with their advisor or counselor in order that a class schedule can be devised in which no changes will be needed for the duration of the entire quarter.

During the first week of classes, and if the advisor or counselor agrees that a change is in order, the drop/add form, called a Registration Change Notice, is completed and signed by the student's advisor or counselor and the student. In addition, all financial aid students must have Registration Change Notices approved by the Assistant Dean of Student Financial Aid. Finally, all such changes must be approved by the Registrar and validated by the Cashier.

From the second week of classes through the fifth week of classes, students dropping courses must see their instructors. Instructors will then complete a Registration Change Notice form. The student must take the form to the student development office.

DIRECTED STUDY

Sometimes referred to as independent study, directed study may be available for candidates for graduation who are in their last quarter of attendance and may need one course which is not being taught that quarter. A directed study may also be granted to the student who is in his/her last quarter of attendance but plans to transfer at the end of that quarter.

It should be emphasized that directed study is designed for the exceptional student, one who can follow

minimal direction and assistance from an instructor as well as one who has a GPA in the range of 3.0 or higher. Such study is an exception to the rule, subject in part to the instructor's teaching load.

Directed Study must be approved first by the Dean of Student Development. Forms are available in the student development office. It is the student's responsibility to initiate, consult, and obtain the appropriate faculty-staff signatures before the last day to add in the quarter on the REQUEST FOR DIRECTED STUDY form. The completed form must be accompanied with the student's completed Registration form (excluding the directed study course).

COURSE SUBSTITUTIONS

Under certain circumstances it is necessary for students to request a course substitution for a stated graduation requirement. Forms are available for this purpose in the student development office.

CURRICULUM CHANGES

There are times when students' aptitudes and interests may be better served by a change of curriculum. Should a change in curriculum become advisable, students should consult with their advisor or counselor to explore the possibilities of alternative curricula which might better serve their aptitudes and interests.

Because of the unique nature of each program, students requesting transfer credit will have their academic record evaluated in terms of their goals. Credit and quality points in transfer will be granted by the Dean of Student Development only for those courses that are applicable in the new curriculum, and the student will be held accountable for those courses which are "common" in both their old and new curricula.

WITHDRAWAL FROM COLLEGE

Students who withdraw from the college must confer with their advisor or counselor to complete the withdrawal sections of the Registration Change Notice. Financial aid recipients must also confer with the Assistant Dean of Student Financial Aid. In order to ensure that all obligations to and withdrawals from the library are accounted for, the Director of the Learning Resources Center must also sign the form.

PROGRAMS OF STUDY

COLLEGE TRANSFER PROGRAMS

College transfer programs are designed to provide academic course work that is transferable to senior institutions. If properly selected, course work should transfer without loss of credit, and the student should be granted junior status at a senior institution after graduation from College of The Albemarle.

Students who are undecided about their four-year degree objective should consult one of the student development counselors.

College of The Albemarle provides professional counseling and faculty consultation to help students plan their programs for transfer to the college or university of their choice. Students should realize that requirements vary at senior institutions; therefore, they should consult the catalog of the institution to which they plan to transfer. Final responsibility for selecting the proper courses rests with the student.

I. Programs of Study

Pre-Agriculture	(C-001)
Pre-Art	(C-003)
Pre-Business Administration	(C-004)
Pre-Business Education	(C-026)
Pre-Computer Science	(C-040)
Pre-Dental	(C-005)
Pre-Drama	(C-006)
Pre-Elementary Education	(C-020)
Pre-Engineering	(C-007)
Pre-Forestry	(C-008)
Pre-Law	(C-010)
Pre-Liberal Arts	(C-011)
Pre-Mathematics	(C-012)
Pre-Medical	(C-013)
Pre-Music	(C-015)
Pre-Pharmacy	(C-017)
Pre-Science	(C-018)
Pre-Secondary Education	(C-028)
Pre-Social Work	(C-019)
Pre-Veterinary	(C-021)

II. Associate Degree Requirements

A. Associate in Arts Degree

	Qt. Hrs.
English Composition (ENG 101, 102, 103)	9
[Note: A student may utilize the completion of both ENG 113 and ENG 114 to satisfy the requirement for ENG 101.]	
Mathematics (MAT 111 or higher)	9
Natural Science	12
Humanities	18
Social Science (HIS 101, 102, 103 required)	15
Health & Phy. Ed. (3 hrs. activity courses required)	6
Electives to complete at least 96 credit hours	

B. Associate in Science Degree

	Qt. Hrs.
English Composition (ENG 101, 102, 103)	9
[Note: A student may utilize the completion of both ENG 113 and ENG 114 to satisfy the requirement for ENG 101.]	
Mathematics (MAT 121 or higher)	18
Natural Science	24
Humanities	9
Social Science (HIS 101, 102, 103 required)	9
Health & Phy. Ed. (3 hrs. activity courses required)	6

Electives to complete at least 96 credit hours

C. Associate in Fine Arts Degree

	Qt. Hrs.
English Composition (ENG 101, 102, 103)	9
[Note: A student may utilize the completion of both ENG 113 and ENG 114 to satisfy the requirement for ENG 101.]	
Mathematics (MAT 111 or higher) and/or	
Natural Science	6
Humanities	12
Social Science (HIS 101, 102, 103 required)	9
Physical Education Activity Courses	3
Professional Courses	36-54
ART: ART 100,101,102,103, 104,105,106,107,108,110 DFT 101,105,106	40
or	
DRAMA: SPH 101,102,103,201 DRA 117,118,119,121, 122,123,124,130,131	39
or	
MUSIC: MUS 102,103,104,202, 203,204,105,106,107, 205,206,207,117,118, 119,217,218,219	36
Voice, Piano, or Organ	12-18
Electives to complete at least 96 credit hours	

III. Definitions

A. Humanities
Music, art, drama, speech (except SPH 103), literature, and foreign language

B. Natural Sciences
Biology, chemistry, physics, and physical science

C. Social Sciences
Economics, geography, history, political science, psychology, sociology, and education

TRANSFER AGREEMENTS

In an effort to provide students enrolled in college transfer and certain technical programs with accurate information concerning transferability of courses, the student development office maintains a complete and detailed listing by institutions of transfer agreements. A specific articulation agreement with Elizabeth City State University is available for inspection in the student development office. Other course transfer listings are also available which represent the following institutions: East Carolina University, UNC-Chapel Hill, UNC-Greensboro, UNC-Wilmington, and North Carolina State University. Direct transfer information is available on Appalachian State University's Bachelor of Technology degree. Students who plan to transfer to any North Carolina private colleges are encouraged to visit the student development office for additional information.

GENERAL EDUCATION (G-020)

Associate in General Education Degree

This program is designed to serve those individuals who want to expand their knowledge of our culture, to enrich their personal lives, and to improve their understanding of the world today. It is designed as a two-year terminal program for students who desire a basic exposure to the liberal arts but who would like to tailor their program to personal interests rather than to specific professional requirements.

I. Required Course	*Quarter Hours*
A. English and Literature	12
1. ENG 101, 102, and 103 (ENG 113 and 114 may be substituted for ENG 101)	9
2. One course in American or English Literature	3

B. Fine Arts 6
   1. One three hour course from one of the following areas: 3
      a. Art
      b. Music
      c. Drama
   2. SPH 101 or 201 3

C. Social Science 12
   1. Any three 100- or 200-level courses from the following areas: 9
      a. History
      b. Geography
      c. Political Science
   2. One 100- or 200-level course from one of the following areas: 3
      a. Psychology
      b. Sociology

D. Mathematics and Science 6-9
   1. Mathematics 3-5
      a. Any College Transfer mathematics course
      b. Any Technical mathematics course
      c. BUS 107 — Business Mathematics
   2. Science — Any 100-level course from the following areas: 3-4
      a. Biology
      b. Chemistry
      c. Physics
      d. Physical Science

Total Required Courses 36-39

II. Electives 57-60
100- or 200-level College Transfer or Technical courses and courses prefixed with D may be taken as electives.

TOTAL HOURS 96

TECHNICAL PROGRAMS

Technical programs are designed to prepare students for entry jobs in paraprofessional fields. With experience, many technicians move into professional and managerial positions. Students enrolled in the technical programs, in addition to taking courses that are occupational in nature, take general education courses.

Technical programs are designed for entrance into employment and not for transfer to a senior institution. However, certain courses in the technical programs may be accepted by a four-year college or university for transfer credit.

Most technical programs are two years in length and lead to the Associate in Applied Science degree. The following pages give technical program requirements. Deviations from the requirements must be approved by the appropriate department chairperson and the Dean of Instruction; however, the following deviation is allowed without approval: ENG 113 and ENG 114 may be taken in lieu of ENG 101 in all technical programs.

ASSOCIATE DEGREE NURSING (T-059)

Associate in Applied Science Degree

The Associate Degree Nursing curriculum is designed to prepare graduates to integrate the principles and theories of nursing and the sciences in utilizing the nursing process in the practice of nursing. The practice of nursing by associate degree nursing graduates consists of: (1) assessing the patient's physical and mental health, including the patient's reaction to illness and treatment regimens; (2) recording and reporting the results of the nursing assessment; (3) planning, initiating, delivering, and evaluating appropriate nursing acts; (4) teaching, delegating to or supervising other personnel in implementing the treatment regimen; (5) collaborating with other health care providers in determining the appro-

priate health care of a patient; (6) implementing the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe such a regimen; (7) providing teaching and counseling about the patient's health care; (8) reporting and recording the plan for care, nursing care given, and the patient's response to that care; and (9) supervising, teaching, and evaluating those who perform or are preparing to perform nursing functions.

Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a registered nurse.

Individuals desiring a career in registered nursing should take biology, algebra and chemistry courses prior to entering the program.

College of The Albemarle's seven-quarter program admits students each September. Students secure a college-level education with the privileges and responsibilities as students in the total student body. They share in social and cultural aspects of college life while developing as individuals, citizens and nurses.

Clinical components of the major nursing courses are carefully planned around current nursing theory. Nursing faculty select, guide, and evaluate learning experiences in hospitals and other agencies. Present affiliations include Albemarle Hospital, Pasquotank County Health Department, Portsmouth Naval Hospital, Norfolk General Hospital (Burn Center), Maryview Psychiatric Hospital and Community Mental Health Center, Winslow Memorial Home, and Chesapeake General Hospital.

Rather than complete the program in seven consecutive quarters, a student may choose to complete the requirements over a three-year period, taking the general college courses the first year and nursing courses the next two years. General education courses required in the nursing program may be transferred to a senior institution and applied toward a baccalaureate degree.

Students who have never had a course in chemistry are encouraged to enroll in D-CHM 100 Basic Chemistry during the summer quarter preceding the fall quarter of their first year as an ADN student.

First Year

			Class	Lab.	Clin. Pract.	Cr. Hrs.
Summer Quarter						
D-Nur	100	Orientation to Nursing (Optional)	2	0	0	2
First Quarter						
NUR	101	Introduction to Nursing	4	8	9	11
BIO	205	Anatomy & Physiology I	3	3	0	4
PSY	201	General Psychology I	3	0	0	3
NUT	101	Nutrition	3	0	0	3
						21
Second Quarter						
NUR	102	Medical-Surgical Nursing I	4	0	15	9
BIO	206	Anatomy & Physiology II	3	3	0	4
PSY	202	General Psychology II	3	0	0	3
PHM	101	Pharmacology I	3	0	0	3
						19
Third Quarter						
NUR	103	Medical-Surgical Nursing II	5	0	15	10
BIO	207	Microbiology	3	3	0	4
PSY	231	Child Growth & Development	3	0	0	3
PHM	102	Pharmacology II	3	0	0	3
						20

Second Year

Summer Quarter						
NUR	201	Maternity Nursing	4	0	15	9
First Quarter						
NUR	202	Child Health Nursing	5	0	15	10
SPH	201	Public Speaking	3	0	0	3
ENG	101	English Composition I	3	0	0	3
						16
Second Quarter						
NUR	203	Psychiatric/Mental Health Nursing	5	0	15	10
NUR	205	Issues in Nursing	4	0	0	4
**HEA	121, 122, or 223		3	0	0	3
						17

Third Quarter						
*NUR	204	Medical-Surgical Nursing III	5	0	15	10
SOC	201	Introduction to Sociology	3	0	0	3
ENG	102	English Composition II	3	0	0	3
†NUR	206	Leadership & Management of Patient Care	3	0	3	4
						20
Total Hours Required for Graduation						122

* Each sequence of courses is offered each quarter. Second year students are divided into three groups which rotate through each sequence during their second year.
** Three physical education activity courses may be substituted for the HEA course. These should be spaced over two or more quarters.
† Only offered spring quarter.

BASIC LAW ENFORCEMENT (T-189)

The Basic Law Enforcement Training curriculum certificate program prepares individuals to take the Basic Training-Law Enforcement Officers Certification examination mandated by the North Carolina Criminal Justice Education Training Standards Commission and/or it prepares individuals to take the Justice Officer's Basic Training Certification examination mandated by the North Carolina Sheriff's Education and Training Standards Commission. Successful completion of this curriculum certificate program requires that the student satisfy the minimum requirements for certification by the Criminal Justice Commission and the Sheriff's Commission. The student satisfactorily completing this program should possess at least the minimum degree of general attributes, knowledge, and skills to function as an inexperienced law enforcement officer. NOTE: Individuals must be sponsored by a law enforcement agency before enrolling in this program of instruction.

			Hours Per Week			
			Class	Lab	Shop/Clin	Credit
T-BLE	100	Basic Law Enforcement (A)	5	0	6	7
T-BLE	100	Basic Law Enforcement (B)	11	0	18	17
		Total Hours for Completion				24

BANKING AND FINANCE (T-112)

Associate in Applied Science Degree

The purposes of the Banking and Finance curriculum are (1) to prepare the individual to enter the banking and finance industries, (2) to provide an educational program for the banking employees wanting to receive American Institute of Banking certificates, and (3) to provide an educational program to upgrade or retrain individuals presently employed in the banking or finance industry.

These purposes will be fulfilled through study in areas such as banking and finance principles, theories and practices; lending and collections procedures; and financial analysis, marketing, and public relations.

This curriculum will provide the opportunity for an individual to enter a variety of banking or finance jobs in retail banks, commercial banks, government lending agencies, mortgage banks and credit companies.

This curriculum includes American Institute of Banking (AIB) course numbers and is approved for certification by American Institute of Banking.

AIB certification applies only to current banking employees.

First Year

First Quarter			Class	Lab	Cr. Hrs.
BUS	106	Introduction to Business	5	0	5
BUS	107	Business Mathematics	5	0	5
ENG	101	English Composition I	3	0	3
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					19

Second Quarter

**BUS	101	Elementary Keyboarding/ Typewriting	3	2	4
BUS	203	Principles of Accounting I	3	3	4
ENG	102	English Composition II	3	0	3
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					17

Third Quarter

BUS	204	Principles of Accounting II	3	3	4
ECO	201	Principles of Economics I	3	0	3
***HEA	121,	122, 223	3	0	3
T-TEC	201	Technical Report Writing I	2	0	2
		*Specialized Course	3	0	3
					15

Summer Quarter

BUS	205	Principles of Accounting III	3	3	4
T-BUS	210	Office Machines	2	0	2
T-BUS	229	Taxes	3	2	4
EDP	101	Computer Fundamentals	3	0	3
					13

Second Year

First Quarter

ECO	202	Principles of Economics II	3	0	3
SPH	201	Public Speaking	3	0	3
BUS	115	Business Law I	3	0	3
T-TEC	202	Technical Report Writing II	2	0	2
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					17

Second Quarter

BUS	219	Real Estate Finance	5	0	5
ECO	203	Principles of Economics III	3	0	3
PSY	201	General Psychology I	3	0	3
BUS	116	Business Law II	3	0	3
		*Specialized Course	3	0	3
					17

Third Quarter

PSY	202	General Psychology II	3	0	3
T-BUS	235	Business Management	3	0	3
T-BUS	272	Principles of Supervision	3	0	3
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					15

Total Hours for Graduation 113

*Specialized Banking courses are listed below.

T-AIB	202	Principles of Bank Operations	3	0	3
T-AIB	203	Bank Investments	3	0	3
T-AIB	205	Bank Management	3	0	3
T-AIB	207	Consumer Lending	3	0	3
T-AIB	210	Money and Banking	3	0	3
T-AIB	219	Credit Procedures and Problems	3	0	3
T-AIB	231	Savings and Time Deposits	3	0	3
T-AIB	232	Agricultural Finance	3	0	3
T-AIB	233	Analysis of Financial Statements	3	0	3
T-AIB	234	Law and Banking	3	0	3
T-AIB	235	Loan and Discount	3	0	3
T-AIB	236	Home Mortgage Lending	3	0	3
T-AIB	239	Marketing/Selling Bank Services	3	0	3

** Credit may be granted for Elementary Keyboarding/Typewriting if performance on proficiency tests in this skill indicates that the student may be exempted.

*** Three hours of physical education activity courses may be substituted.

BUSINESS ADMINISTRATION TECHNOLOGY (T-018)

Associate in Applied Science Degree

The Business Administration curriculum is designed to prepare an individual for entry into middle-management occupations in various businesses and industries. The curriculum provides an overview of the business and industrial world – its organization and management.

The purpose of the curriculum will be fulfilled through courses designed to develop competency in (1) understanding the principles of organization and management in business operations, (2) utilizing modern techniques to make decisions, (3) understanding the economy through study and analysis of the role of production and marketing, (4) communicating orally and in writing, and (5) understanding interpersonal relationships.

Through these skills and through development of personal competencies and qualities, the individual will be able to function effectively in middle-management activities in business or industry.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
*BUS	101	Elementary Keyboarding/ Typewriting	3	2	4
BUS	106	Introduction to Business	5	0	5
ENG	101	English Composition I	3	0	3
**T-MAT	104	Technical Math I	5	0	5
					17
Second Quarter					
BUS	107	Business Mathematics	5	0	5
ENG	102	English Composition II	3	0	3
BUS	115	Business Law I	3	0	3
T-BUS	210	Office Machines	1	2	2
SPH or	102 201	Voice & Diction or Public Speaking	3	0	3
		‡Elective(s) (General)	3	0	3
					19
Third Quarter					
***HEA	121,	122 or 223	3	0	3
T-BUS	271	Office Management	3	0	3
T-BUS	272	Principles of Supervision	3	0	3
EDP	101	Computer Fundamentals	3	0	3
BUS	116	Business Law II	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					18
Summer Quarter					
ECO	201	Principles of Economics I (MQ 1)	3	0	3
ECO	202	Principles of Economics II (MQ 2)	3	0	3
ECO	203	Principles of Economics III (MQ 3)	3	0	3
EDP	204	Word Processing	3	0	3
					12

Second Year

First Quarter					
BUS	203	Principles of Accounting I	3	3	4
BUS	211	Marketing	5	0	5
EDP	113	Logic Design and Flow Charts	3	0	3
†EDP	207	COBOL I	3	3	4
		‡Elective(s) (General)	3	0	3
					19
Second Quarter					
BUS	204	Principles of Accounting II	3	3	4
BUS	209	Business Communications	3	0	3
†EDP	208	COBOL II	3	3	4
BUS	124	Payroll Accounting	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					17
Third Quarter					
T-BUS	235	Business Management	3	0	3
T-BUS	229	Taxes	3	2	4
T-BUS	243	Advertising	3	0	3
BUS	205	Principles of Accounting III	3	3	4
		Elective (Soc. Sci. or Humanities)	3	0	3
					17

Total Credit Hours Required for Graduation 117 or 119
(Depends on Math Sequence)

* Credit may be granted for Elementary Keyboarding/Typewriting if performance on proficiency tests in this skill indicates that the student may be exempted.
** MAT 121 may be substituted for T-MAT 104.
*** Three hours of physical education activity courses may be substituted.
† EDP 109 and 110 or EDP 212 and 213 may be substituted for EDP 207 and 208.
‡ Six hours of Cooperative Education may be subsituted for electives (General).

BUSINESS COMPUTER PROGRAMMING (T-022)

Associate in Applied Science Degree

The primary objective of the Business Computer Programming curriculum is to prepare individuals for gainful employment as computer programmers. The objective is fulfilled through study and application in areas such

as computer and systems theories and concepts, data processing techniques, business operations, logic, flowcharting, programming procedures and languages and types, uses and operation of equipment.

Entry-level jobs as computer programmer and computer programmer trainee are available. With experience and additional education, the individual may enter jobs such as data processing manager, computer programmer manager, systems analyst and systems manager.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
ENG	101	English Composition I	3	0	3
*T-MAT	104	Technical Math I	5	0	5
EDP	101	Computer Fundamentals	3	0	3
**BUS	101	Elementary Keyboarding/ Typewriting	3	2	4
ECO	201	Principles of Economics I	3	0	3
					18
Second Quarter					
ENG	102	English Composition II	3	0	3
*T-MAT	105	Technical Math II	4	0	4
EDP	109	BASIC I	3	3	4
ECO	202	Principles of Economics II	3	0	3
EDP	113	Logic Design & Flow Charts	3	0	3
					17
Third Quarter					
T-TEC	201	Technical Report Writing I	2	0	2
EDP	110	BASIC II	3	3	4
ECO	203	Principles of Economics III	3	0	3
***HEA	121,	122, 223	3	0	3
EDP	135	Software Applications	3	3	4
		†Elective(s) (General)	3	0	3
					19
Summer Quarter					
BUS	106	Introduction to Business	5	0	5
EDP	212	PASCAL I (First Five-Weeks)	3	3	4
EDP	213	PASCAL II (Second Five-Weeks)	3	3	4
					13

Second Year

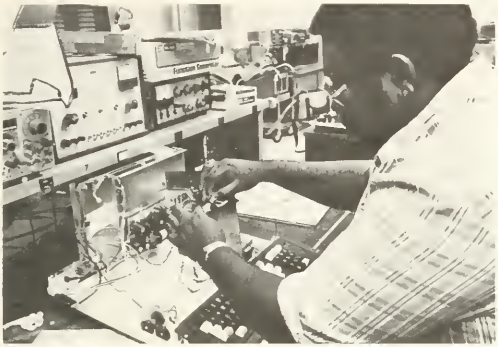
First Quarter					
T-TEC	202	Technical Report Writing II	2	0	2
BUS	203	Accounting I	3	3	4
EDP	207	COBOL I	3	3	4
EDP	219	System Analysis	3	0	3
		Elective (Social Science or Humanities)	3	0	3
		†Elective(s) (General)	3	0	3
					19
Second Quarter					
BUS	204	Accounting II	3	3	4
EDP	208	COBOL II	3	3	4
PSY	201	General Psychology I	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					14
Third Quarter					
EDP	209	COBOL III	3	3	4
EDP	220	Computer Programming Project	3	3	4
MAT	211	Elementary Statistics	3	0	3
T-BUS	272	Principles of Supervision	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					17
Total Hours for Graduation					114 or 117

* Math 121 and 122 may be substituted for T-MAT 104 and 105. Elective hours may be substituted for T-MAT 104 if performance on the mathematics segment of the placement test indicates the student may be exempt. Also, D-MAT 101 and 102 may be substituted for T-MAT 104.

** Elective hours may be substituted for Elementary Keyboarding/Typewriting if performance on proficiency tests in this skill indicates that the student may be exempt.

*** Three hours of physical education activity courses may be substituted.

† Six hours of Cooperative Education may be substituted for Electives (General).



COMPUTER ENGINEERING TECHNOLOGY (T-040)

Associate in Applied Science Degree

This program is intended to provide the skills required to install, service and maintain computers, microprocessor and computer controlled equipment and computer peripheral devices. The curriculum provides training in both the hardware and software areas of the computer field.

A sequence of introductory hardware courses provides the student with a strong background in physics, technical mathematics, electricity, electronics and digital logic circuits and concepts. Advanced course work provides a detailed study of: the logic of the central processing units, the operation and use of integrated circuit memory devices and the interfacing of the central processing unit to memory devices. Additional studies cover interfacing the central processing unit to external devices using both serial and parallel data transfer, the operation of large scale integration programmable interface units and their interfacing with the central processing unit, and the operation of computer peripheral devices such as video displays, printers, floppy disk storage systems, magnetic tape units, keyboards and the techniques of converting signal between the analog and digital forms.

The programming course work provides a sequence of study stressing good program design techniques, structured programming and program documentation. Rather than being familiar with a large number of programming languages, the student is expected to learn well a highly structured language, such as Pascal, and an assembly language. The importance of assembly language to the understanding of the operation of the central processing unit and the related computer units is stressed. Computer operating system concepts are discussed to provide a unified view of the hardware and software aspects of the computer system.

First Year

First Quarter			Class	Lab	Cr. Hrs.
T-ELN	101	DC Circuits	6	4	8
*T-MAT	104	Technical Math I	5	0	5
DFT	101	Engineering Drawing I	4	2	5
					18
Second Quarter					
T-ELN	102	AC Circuits	6	4	8
*T-MAT	105	Technical Math II	4	0	4
T-DFT	104	Electronic Drafting	1	2	2
ENG	101	English Composition I	3	0	3
					17
Third Quarter					
T-ELN	113	Electronics I	5	4	7
*T-MAT	106	Technical Math III	3	0	3
EDP	101	Computer Fundamentals	3	0	3
ENG	102	English Composition II	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					19
Summer Quarter					
T-ELN	212	Digital Electronics I	3	4	5
T-ELN	114	Electronics II	3	4	5
EDP	109	BASIC I	3	3	4
		Elective (Soc. Sci. or Humanities)	3	0	3
					17

Second Year

First Quarter					
T-ELN	211	Electronics III	3	4	5
T-ELN	213	Digital Electronics II	3	4	5
PHY	201	General Physics I	3	3	4
T-TEC	201	Technical Report Writing I	2	0	2
		Elective (Soc. Sci. or Humanities)	3	0	3
					19
Second Quarter					
T-ELN	214	Digital Electronics III	3	4	5
T-ELN	221	Microcomputer Servicing	3	4	5
PHY	202	General Physics II	3	3	4
T-TEC	202	Technical Report Writing II	2	0	2
					16

Third Quarter					
**EDP	212	PASCAL I	3	3	4
T-ELN	222	Advanced Microcomputer Interfacing	3	4	5
T-ELN	116	Peripheral Equipment Servicing	3	4	5
T-ELN	223	Microprocessor Programming	3	4	5
					19
Total Hours Required for Graduation (Depends on Math Sequence)					122 or 125

* MAT 121, 122, and 123 may be substituted for T-MAT 104, 105, and 106. Elective hours may be substituted for T-MAT 104 if performance on the mathematic segment of the placement test indicates the student may be exempt. Also, D-MAT 101 and 102 may be substituted for T-MAT 104.

** Four hours of Cooperative Education may be subsituted for EDP 212.

ELECTRONICS ENGINEERING TECHNOLOGY (T-045)

Associate in Applied Science Degree

The Electronics curriculum provides a basic background in electronic related theory, with practical applications of electronics for business and industry. Courses are designed to develop competent electronics technicians who may work as assistants to engineers or as liaisons between engineers and skilled craftspersons.

The electronics technician will start in one or more of the following areas: research, design, development, production, maintenance or sales. The graduate may begin as an electronics technician, an engineering aide, laboratory technician, supervisor or equipment specialist.

First Year

First Quarter			Class	Lab	Cr. Hrs.
T-ELN	101	D.C. Circuits	6	4	8
*T-MAT	104	Technical Math I	5	0	5
DFT	101	Engineering Drawing I	4	2	5
					18
Second Quarter					
T-ELN	102	A.C. Circuits	6	4	8
*T-MAT	105	Technical Math II	4	0	4
T-DFT	104	Electronic Drafting	1	2	2
ENG	101	English Composition I	3	0	3
					17
Third Quarter					
T-ELN	113	Electronics I	5	4	7
EDP	101	Computer Fundamentals	3	0	3
*T-MAT	106	Technical Math III	3	0	3
ENG	102	English Composition II	3	0	3
**HEA	121, 22, or 223		3	0	3
					19
Summer Quarter					
T-ELN	114	Electronics II	3	4	5
EDP	109	BASIC I	3	3	4
T-DFT	210	Printed Circuit Board Layout and Design	3	3	4
T-ELN	212	Digital Electronics I	3	4	5
					18

Second Year

First Quarter					
T-ELN	211	Electronics II	3	4	5
T-ELN	213	Digital Electronics II	3	4	5
PHY	201	General Physics I	3	3	4
ECO	201	Principles of Economics I	3	0	3
T-TEC	201	Technical Report Writing I	2	0	2
					19
Second Quarter					
T-ELN	214	Digital Electronics III	3	4	5
T-ELN	215	Electronic Troubleshooting I	4	4	6
PHY	202	General Physics II	3	3	4
T-TEC	202	Technical Report Writing II	2	0	2
					17
Third Quarter					
T-ELN	216	Electronic Troubleshooting II	4	4	6
PHY	203	General Physics III	3	3	4
		Elective(s) (Social Science or Humanities)	6	0	6
		***Elective(s) (General)	3	0	3
					19
Total Hours Required for Graduation (Depends on Math Sequence)					123 or 127

* MAT 121, 122, and 123 may be substituted for T-MAT 104, 105, and 106. Elective hours may be substituted for T-MAT 104 if performance on the mathematics segment of the placement test indicates the student may be exempted. Also, D-MAT 101 and 102 may be substituted for T-MAT 104.

** Three hours of physical education activity courses may be substituted.
*** Three hours of Cooperative Education may be substituted for Electives (General).

GENERAL OFFICE TECHNOLOGY (T-033)

Associate in Applied Science Degree

The purposes of the General Office curriculum are to: (1) prepare the individual to enter clerical-office occupations, (2) provide an educational program for individuals wanting education for upgrading (moving from one position to another) or retraining (moving from present position to a clerical position), and (3) provide an opportunity for individuals wanting to fulfill professional or general interest needs.

These purposes will be fulfilled through skill development in the areas of typewriting, filing and business machines. Through these skills and through development of personal competencies and qualities, the individual will be able to function effectively in office-related activities.

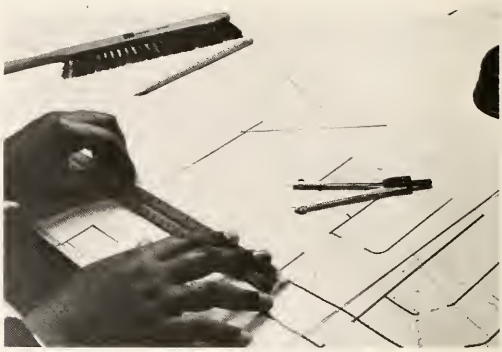
First Year

First Quarter			Class	Lab	Cr. Hrs.
*BUS	101	Elementary Keyboarding/ Typewriting	3	2	4
BUS	110	Filing	3	0	3
ENG	101	English Composition I	3	0	3
BUS	106	Introduction to Business	5	0	5
		Elective (Soc. Sci. or Humanities)	3	0	3
					18
Second Quarter					
BUS	102	Intermediate Keyboarding/ Typewriting	2	3	3
ENG	102	English Composition II	3	0	3
BUS	107	Business Mathematics	5	0	5
**HEA	121, 122, or 223		3	0	3
EDP	101	Computer Fundamentals	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					20
Third Quarter					
BUS	103	Advanced Keyboarding/ Typewriting	2	3	3
BUS	108	Personal Finance	5	0	5
T-BUS	271	Office Management	3	0	3
***SPH	102	Voice & Diction	3	0	3
EDP	135	Software Applications	3	3	4
					18

Second Year

First Quarter					
†T-BUS	109	Inter-Personal Relations	3	1	3
BUS	115	Business Law I	3	0	3
BUS	211	Marketing	5	0	5
T-BUS	221	Transcription I	3	2	4
ECO	201	Principles of Economics I	3	0	3
					18
Second Quarter					
BUS	116	Business Law II	3	0	3
T-BUS	210	Office Machines	1	2	2
BUS	209	Business Communications	3	0	3
T-BUS	124	Payroll Accounting	3	0	3
ECO	202	Principles of Economics II	3	0	3
EDP	204	Electronic Word Processing	3	0	3
					17
Third Quarter					
BUS	213	Typewriting for Speed	3	1	3
BUS	214	Office Procedures	3	2	4
‡T-BUS	212	Bookkeeping	3	2	4
T-BUS	229	Taxes	3	2	4
		Elective (Soc. Sci. or Humanities)	3	0	3
					18
Total Hours Required for Graduation					109

* Elective hours may be substituted for Elementary Keyboarding/Typewriting if performance on proficiency tests in this skill indicates that the student may be exempt.
** Three hours of physical education activity courses may be substituted.
*** Evening students may substitute SPH 201.
† Six hours of Cooperative Education may be substituted for T-BUS109 and ECO202.
‡ BUS 203 may be substituted.



MECHANICAL DRAFTING AND DESIGN TECHNOLOGY (T-043)

Associate in Applied Science Degree

The Mechanical Drafting and Design curriculum prepares mechanical draftsmen. Emphasis is placed upon ability to think and plan, as well as upon drafting procedures and techniques used by mechanical draftsmen.

Mechanical drafting and design technicians perform many aspects of drafting, such as developing the drawing of a section, subassembly or major component. Investigating design factors and availability of materials and equipment, production methods and facilities are frequent assignments. They assist in the design of units and control from specifications by utilizing drawings of existing units and reports on functional performance. They may draw components in industrial fields based on engineers' original design concepts or specific ideas. Also, they may be assigned as coordinators for the execution of related work or other design, production, tooling, material and planning groups. Technicians with experience in this classification may often supervise the preparation of working drawings. These technicians are employed in many types of manufacturing, fabrication, research development and service industries. Substantial numbers also are employed in communications; transportation; public utilities; consulting engineering firms; and federal, state and local governments.

First Year

First Quarter			Class	Lab	Cr. Hrs.
DFT	101	Engineering Drawing I	4	2	5
T-DES	101	Tools, Materials, and Processes I	3	0	3
ENG	101	English Composition I	3	0	3
*T-MAT	104	Technical Math I	5	0	5
					16
Second Quarter					
DFT	102	Engineering Drawing II	4	2	5
T-DES	102	Tools, Materials, and Processes I	3	2	4
*T-MAT	105	Technical Math II	4	0	4
**T-DFT	104	Electronic Drafting	1	2	2
ENG	102	English Composition II	3	0	3
					18
Third Quarter					
DFT	103	Engineering Drawing III	4	2	5
*T-MAT	106	Technical Math III	3	0	3
DFT	207	Architectural Drawing I	4	2	5
		Elective (Soc. Sci. or Humanities)	3	0	3
					16
Summer Quarter					
T-DFT	204	Technical Illustration	4	2	5
DFT	208	Architectural Drawing II	4	2	5
**T-DFT	210	Printed Circuit Board Layout and Design	3	3	4
		Elective (Soc. Sci. or Humanities)	3	0	3
					17

Second Year

First Quarter					
T-DFT	201	Advanced Engineering Graphics I	4	2	5
PHY	201	General Physics I	3	3	4
T-DFT	214	Jigs & Fixtures	4	2	5
DFT	205	Descriptive Geometry I	4	2	5
					19
Second Quarter					
T-DFT	202	Advanced Engineering Graphics II	4	2	5
PHY	202	General Physics II	3	3	4
DFT	216	Descriptive Geometry II	4	2	5
T-TEC	201	Technical Report Writing I	2	0	2
		Elective (Soc. Sci. or Humanities)	3	0	3
					19
Third Quarter					
T-DFT	203	Advanced Engineering Graphics III	4	2	5
PHY	203	General Physics III	3	3	4
T-DFT	206	Design Drafting	4	2	5
T-TEC	202	Technical Report Writing II	2	0	2
					16

Total Hours Required for Graduation 119 or 121
(Depends on Math Sequence)

* MAT 121, 122, and 123 may be substituted for T-MAT 104, 105 and 106. Elective hours may be substituted for T-MAT 104 if performance on the mathematics segment of the placement test indicates the student may be exempted. Also, D-MAT 101 and 102 may be substituted for T-MAT 104.
** Six hours of Cooperative Education may be substituted for T-DFT 104 and T-DFT 210.

POSTAL SERVICE TECHNOLOGY (T-141)

Associate in Applied Science Degree

The Postal Service Technology program is designed to provide opportunities for advancement to present and future employees of the U.S. Postal Service. Graduates of the program will be prepared to function effectively within a variety of positions. The course of study includes: postal organization, mail processing, employee and customer services, mail delivery and collection, problem analysis, related business/management subjects and general education courses.

Applicants for Postal Service employment must pass a civil service examination and be placed on a federal register before they can be employed.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
*BUS	101	Elementary Keyboarding/ Typewriting	3	2	4
BUS	106	Introduction to Business	5	0	5
ECO	201	Principles of Economics I	3	0	3
ENG	101	English Composition I	3	0	3
		**Specialized Course	3	0	3
					18
Second Quarter					
BUS	107	Business Mathematics	5	0	5
ECO	202	Principles of Economics II	3	0	3
ENG	102	English Composition II	3	0	3
EDP	101	Computer Fundamentals	3	0	3
T-BUS	210	Office Machines	1	2	2
		**Specialized Course	3	0	3
					19
Third Quarter					
HEA	223	First Aid and Safety Education	3	0	3
T-BUS	271	Office Management	3	0	3
T-BUS	272	Principles of Supervision	3	0	3
EDP	109	BASIC I	3	3	4
		Elective(s)	3	0	3
		**Specialized Course	3	0	3
					19

Second Year

First Quarter					
BUS	203	Principles of Accounting I	3	3	4
EDP	135	Software Applications	3	3	4
BUS	115	Business Law I	3	0	3
		**Specialized Course	3	0	3
		**Specialized Course	3	0	3
					17
Second Quarter					
BUS	204	Principles of Accounting II	3	3	4
BUS	209	Business Communications	3	0	3
BUS	116	Business Law II	3	0	3
PSY	201	General Psychology I	3	0	3
		**Specialized Course	3	0	3
					16
Third Quarter					
PSY	202	General Psychology II	3	0	3
SPH	201	Public Speaking	3	0	3
		**Specialized Course	3	0	3
		**Specialized Course	3	0	3
		**Specialized Course	3	0	3
		Elective	3	0	3
					18

Total Hours for Graduation 107

* Credit may be granted for Elementary Keyboarding/Typewriting if performance on proficiency tests in this skill indicates that the student may be exempted.
** Specialized Postal Service courses are listed below.

			Class	Lab	Cr. Hrs.
T-POS	101	Postal History & Organization	3	0	3
T-POS	103	Mail Processing I	3	0	3
T-POS	105	Mail Processing II	3	0	3
T-POS	201	Postal Labor-Management	3	0	3
T-POS	202	Postal Service Finance	3	0	3
T-POS	203	Postal Employee Services	3	0	3
T-POS	205	Postal Delivery & Collection	3	0	3
T-POS	206	Postal Customer Services	3	0	3
T-POS	208	Postal Problems Analysis	3	0	3

SECRETARIAL — EXECUTIVE (T-030)

Associate in Applied Science Degree

The purposes of the Secretarial - Executive curriculum are to: (1) prepare the individual to enter the secretarial profession, (2) provide an educational program for individuals wanting education for upgrading (moving from one secretarial position to another) or retraining (moving from present position to secretarial position), and (3) provide an opportunity for individuals wanting to fulfill professional or general interest needs.

These purposes will be fulfilled through skill development in the areas of typewriting, shorthand, transcription and business machines. Through these skills the individual will be able to perform office-related activities and through the development of personal competencies and qualities will be provided the opportunity to enter the secretarial profession.

First Year

First Quarter			Class	Lab	Cr. Hrs.
*BUS	101	Elementary Keyboarding/ Typewriting	3	2	4
ENG	101	English Composition I	3	0	3
BUS	106	Introduction to Business	5	0	5
BUS	110	Filing	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					18
Second Quarter					
BUS	102	Intermediate Keyboarding/ Typewriting	2	3	3
ENG	102	English Composition II	3	0	3
BUS	107	Business Mathematics	5	0	5
*BUS	111	Elementary Shorthand	5	0	5
EDP	101	Computer Fundamentals	3	0	3
					19
Third Quarter					
BUS	103	Advanced Keyboarding/ Typewriting	2	3	3
BUS	108	Personal Finance	5	0	5
BUS	112	Intermediate Shorthand	3	2	4
**T-BUS	109	Inter-Personal Relations	3	1	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					18
Summer Quarter					
ECO	201	Principles of Economics I (MQ I)	3	0	3
**ECO	202	Principles of Economics II (MQ II)	3	0	3
T-BUS	210	Office Machines	1	2	2
EDP	135	Software Applications	3	3	4
					12

Second Year

First Quarter					
BUS	115	Business Law I	3	0	3
***HEA	121, 122, or 223		3	0	3
BUS	113	Advanced Shorthand	3	2	4
T-BUS	221	Transcription I	3	2	4
		Elective (Soc. Sci. or Humanities)	3	0	3
					17
Second Quarter					
SPH	102	Voice and Diction	3	0	3
BUS	209	Business Communications	3	0	3
T-BUS	222	Transcription II	3	2	4
T-BUS	124	Payroll Accounting	3	0	3
EDP	204	Electronic Word Processing	3	0	3
					16
Third Quarter					
†T-BUS	212	Bookkeeping	3	2	4
BUS	213	Typewriting for Speed	3	1	3
T-BUS	223	Transcription III	3	2	4
BUS	214	Office Procedures	3	2	4
T-BUS	271	Office Management	3	0	3
					18
Total Hours Required for Graduation					118

* Credit may be granted for Elementary Keyboarding/Typewriting and/or Elementary Shorthand if performance on proficiency tests in these skills indicates that the student may be exempted from them.

** Six hours of Cooperative Education may be substituted for T-BUS 109 and ECO 202.

*** Three hours of physical education activities courses may be substituted.

† BUS 203 may be substituted.

SECRETARIAL — MEDICAL (T-032)

Associate in Applied Science Degree

The purposes of the Secretarial - Medical curriculum are to: (1) prepare the individual to enter the medical secretarial profession through work in a doctor's office, in city, county, state or government offices, (2) provide an educational program for individuals wanting education for upgrading (moving from present position to medical secretarial position), and (3) provide an opportunity for individuals wanting to fulfill professional or general interest needs.

These purposes will be fulfilled through skill development in the areas of medical typewriting, shorthand, transcription and business machines. Through these skills the individual will be able to perform medical, office-related activities and through the development of personal competencies and qualities will be provided the opportunity to enter the medical secretarial profession.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
*BUS	101	Elementary Keyboarding/ Typewriting	3	2	4
ENG	101	English Composition I	3	0	3
BUS	106	Introduction to Business	5	0	5
BUS	110	Filing	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					18
Second Quarter					
BUS	102	Intermediate Keyboarding/ Typewriting	2	3	3
ENG	102	English Composition II	3	0	3
BUS	107	Business Mathematics	5	0	5
*BUS	111	Elementary Shorthand	5	0	5
		Elective (Soc. Sci. or Humanities)	3	0	3
					19
Third Quarter					
BUS	103	Advanced Keyboarding/ Typewriting	2	3	3
BUS	108	Personal Finance	5	0	5
BUS	112	Intermediate Shorthand	3	2	4
**T-BUS	109	Inter-Personal Relations	3	1	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					18
Summer Quarter					
ECO	201	Principles of Economics I (MQI)	3	0	3
**ECO	202	Principles of Economics II (MQII)	3	0	3
T-BUS	210	Office Machines	1	2	2
EDP	135	Software Applications	3	2	4
					12

Second Year

First Quarter					
BUS	115	Business Law I	3	0	3
BUS	113	Advanced Shorthand	3	2	4
T-BUS	221	Transcription I	3	2	4
EDP	204	Electronic Word Processing	3	0	3
***HEA	121, 122, or 223		3	0	3
					17
Second Quarter					
SPH	102	Voice and Diction	3	0	3
BUS	209	Business Communications	3	0	3
T-BUS	222	Transcription II	3	2	4
BUS	215	Medical Terminology & Vocabulary I	3	0	3
T-BUS	124	Payroll Accounting	3	0	3
					16
Third Quarter					
†T-BUS	212	Bookkeeping	3	2	4
BUS	213	Typewriting for Speed	3	1	3
T-BUS	223	Transcription III	3	2	4
BUS	214	Office Procedures	3	2	4
BUS	216	Medical Terminology & Vocabulary II	3	0	3
					18
Total Hours Required for Graduation					118

* Credit may be granted for Elementary Keyboarding/Typewriting and/or Elementary Shorthand if performance on proficiency tests in these skills indicates that the student may be exempted from them.

** Six hours of Cooperative Education may be substituted for T-BUS 109 and ECO 202.

*** Three hours of physical education activity courses may be substituted.

† BUS 203 may be substituted.

VOCATIONAL PROGRAMS

The major objective of each of the vocational programs is to guide youth and adults in acquiring vocational competency in the knowledge and skills that will help them to become well adjusted and self supporting citizens. Courses are designed to prepare students for initial employment, to retrain for new skills, or to advance students in a vocation. Safety and good work habits are stressed in all vocational programs. Students are expected to acquire the skills and technical knowledge that become assets for employment in business and industry.

The vocational programs are generally one year in length and lead to a diploma. Program requirements are given on the following pages. Deviations from the requirements must be approved by the appropriate department chairperson and the Dean of Instruction.

Students attending vocational trade classes will receive a letter grade on each course upon completion of the minimum number of clock hours specified for each course (see the course descriptions) and/or satisfactory performance on the final examination.

Apprenticeship

All vocational programs may be considered preapprenticeship programs.

Safety

Safety is stressed at all times in the vocational programs. If students are incapable of safe conduct in the shops or willfully and flagrantly violate the safety rules of the shops and become safety hazards to themselves or to their classmates, they may be suspended immediately from their program of study. All suspensions of this type must be approved by the Associate Dean of Occupational Education and the Dean of Instruction.

Evening Classes

Since evening vocational classes meet for fewer hours per week than do equivalent day classes, evening students must attend class for more than one quarter in order to complete the minimum clock hours and receive credit for the course.

Grade reports listing satisfactory or unsatisfactory progress and total clock hours completed will be sent to the student at the end of each quarter until the student has satisfactorily completed the course. Course segments will be noted on permanent records by a suffix "a," "b," or "c" on the course number.

Hours Per Week

The programs that are described on the following pages include a listing of hours of instruction per week. This is the minumum number of hours that each student will spend in instructional activities each week.

Class — refers to the time spent in classroom instruction.

Lab — refers to the time spent in laboratory instruction or experimentation.

Shop or Clinical Practice — refers to shop practice or clinical practice in which students are involved in the supervised practice of learning experiences in institution laboratories or approved clinical facilities.

ADVANCED MACHINIST (V-134)

The Advanced Machinist program provides the opportunity for machinists to further their machine skill training including the use of computer numerical control (CNC) equipment. Students accepted for the Advanced Machinist curriculum must have completed the V-032 Machinist curriculum or be able to demonstrate journeyman level machinist skills. They should also be recommended as having the aptitude, interest, and ability to profit from advanced training.

			Hours Per Week			Cr.
First Quarter			**Class**	**Lab**	**Shop Pract.**	**Hrs. Equiv.**
MEC	1260	Precision Machining I	3	0	15	8
DFT	101	Engineering Drawing I	4	2	0	5
EDP	101	Computer Fundamentals	3	0	0	3
T-DES	101	Materials, Tools, & Processing I	3	0	0	3
						19
Second Quarter						
MEC	1265	Precision Machining II	3	0	15	8
DFT	102	Engineering Drawing II	4	2	0	5
T-DES	102	Materials, Tools, & Processing II	3	2	0	4
						17
Third Quarter						
MEC	1272	Fundamentals of Numerical Control	3	6	6	8
*DFT	103	Engineering Drawing III	4	2	0	5
HUM	123	Introduction to Humanities	3	0	0	3
		Elective	3	0	0	3
						19
Fourth Quarter						
MEC	1275	Jig & Fixture Building	2	4	6	6
MEC	1280	Die Making	2	4	6	6
SPH	201	Public Speaking	3	0	0	3
						15
Total Credit Hours						70

*Five hours of Cooperative Education may be substituted for DFT 103.

AIR CONDITIONING, HEATING, AND REFRIGERATION (V-024)

The Air Conditioning, Heating, and Refrigeration curriculum develops an understanding of the basic principles involved in the construction, installation, operation and maintenance of climate control equipment. Courses in blueprint reading, duct construction, welding, circuits and controls, math, science and general education are included to help provide supporting skills necessary for the mechanic to function successfully in the trade.

The air conditioning, heating, and refrigeration mechanic installs, maintains, services, and repairs environmental control systems in residences, department and food stores, office buildings, industries, restaurants, institutions, and commercial establishments. Job opportunities exist with companies that specialize in air conditioning, heating, and commercial refrigeration installation and service. The graduate should be able to assist in installing mechanical equipment, duct work, and electrical controls necessary in residential and commercial projects. With experience the graduate should be able to service various air conditioning, heating, and refrigeration components; troubleshoot systems; and provide the preventive maintenance required by mechanical equipment. This person may be employed in areas of maintenance, installation, sales, and service in the field of air conditioning, heating and cooling.

			Hours Per Week			Cr.
First Quarter			**Class**	**Lab**	**Shop Pract.**	**Hrs. Equiv.**
ENG	1020	Reading Improvement	2	0	0	2
AHR	1120	Principles of Refrigeration & Air Conditioning	5	0	15	10
MAT	1000	Fundamentals of Math	5	0	0	5
DFT	1104	Blueprint Reading: Mechanical	0	0	3	1
						18
Second Quarter						
AHR	1122	Domestic and Commercial Refrigeration	3	0	12	7
ENG	1030	Communication Skills	2	0	0	2
ELC	1102	Applied Electricity	2	0	3	3
MAT	1010	Vocational Math	3	0	0	3
DFT	1116	Blueprint Reading: Air Conditioning	1	0	3	2
						17
Third Quarter						
AHR	1125	Principles of Air Conditioning & Heating	3	0	12	7
AHR	1128	Automatic Controls I	3	0	6	5
PSY	1060	Industrial, Community, & Personal Relations	2	0	0	2
*WLD	1101	Basic Gas Welding	0	0	3	1
						15

Fourth Quarter					
AHR	1124 Air Conditioning and Refrigeration Servicing	3	0	6	5
AHR	1129 Automatic Controls II	3	0	6	5
MEC	1120 Duct Construction and Maintenance	3	0	6	5
BUS	1103 Small Business Operations	2	0	0	2
					17
Total Credit Hours					67

*One hour of Cooperative Education may be substituted for WLD 1101.

AUTOMOTIVE MECHANICS (V-003)

The Automotive Mechanics curriculum provides a training program for developing the basic knowledge and skills needed to inspect, diagnose, repair and adjust automotive vehicles. Manual skills are developed in practical shop work and the technical understanding of the operating principles involved in the modern automobile are taught through class assignments, discussions and shop practices.

Automobile mechanics maintain and repair mechanical, electrical and body parts of passenger cars, trucks and buses. In some communities and rural areas they also may service tractors or marine engines and other gasoline-powered equipment. Mechanics inspect and test to determine the causes of faulty operation. They repair or replace defective parts to restore the vehicle or machine to proper operating condition and use shop manuals and other technical publications as references for technical data. Persons completing this curriculum may find employment with franchised automobile dealers, independent garages, or may start their own business.

		Hours Per Week			Cr.
First Quarter		**Class**	**Lab**	**Shop Pract.**	**Hrs. Equiv.**
AUT	1100 Internal Combustion Engines	3	0	15	8
MAT	1000 Fundamentals of Mathematics	5	0	0	5
DFT	1000 Blueprint Reading I	4	0	0	4
ENG	1020 Reading Improvement	2	0	0	2
					19
Second Quarter					
AUT	1115 Auto Fuel & Emissions Systems	3	4	3	6
AUT	1110 Auto Electrical Systems	3	4	3	6
MAT	1010 Vocational Mathematics	3	0	0	3
PHY	1040 Applied Physics I	1	2	0	2
ENG	1030 Communication Skills	2	0	0	2
					19
Third Quarter					
AUT	1124 Auto Transmission & Drive Trains	3	0	18	9
PSY	1060 Industrial, Community, & Personal Relations	2	0	0	2
PHY	1050 Applied Physics II	1	2	0	2
WLD	1401 Basic Welding	2	0	3	3
					16
Fourth Quarter					
AUT	1123 Brakes, Chassis & Suspension	3	0	6	5
AUT	1140 Automotive Air Conditioning	2	0	6	4
*PHY	1060 Applied Physics III	1	2	0	2
AUT	1125 Automotive Servicing	3	2	3	5
					16
Total Credit Hours					70

*Two hours of Cooperative Education may be substituted for PHY 1060.

A certificate program in Automotive Mechanics is offered at the Maple Correctional Unit in Currituck County. Certificates are awarded to inmates when they successfully complete each of the following courses:

		Hours Per Week			Cr.
		Class	**Lab**	**Shop Pract.**	**Hrs. Equiv.**
AUT	1100 Internal Combustion Engines	3	0	15	8
AUT	1110 Auto Electrical Systems	3	4	3	6
AUT	1115 Auto Fuel & Emission Systems	3	4	3	6
AUT	1123 Brakes, Chassis & Suspension	3	0	6	5
AUT	1124 Auto Transmissions & Drive Trains	3	0	18	9
AUT	1125 Automotive Servicing	3	2	3	5
AUT	1140 Automotive Air Conditioning	2	0	6	4
DFT	1000 Blueprint Reading I	4	0	0	4

COSMETOLOGY (V-009)

The field of cosmetology is based on scientific principles. The Cosmetology curriculum provides instruction and practice in manicuring, shampooing, permanent waving, facials, massages, scalp treatments, hair cutting and styling and wig service.

Upon completion of this program and successful passing of a comprehensive examination administered by the North Carolina State Board of Cosmetic Arts, a license is given. The cosmetologist is called upon to advise men and women of problems of make-up and care of the hair, skin and hands including the nails. Employment opportunities are available in beauty salons, private clubs, department stores, women's specialty shops, as well as setting up one's own business.

		Hours Per Week			Cr.
				Clin.	Hrs.
First Quarter		**Class**	**Lab**	**Pract.**	**Equiv.**
ART	1111 Design for Cosmetology	1	2	0	2
COS	1001 Scientific Study I	5	0	0	5
COS	1011 Mannequin Practice	0	0	24	8
ENG	1020 Reading Improvement	2	0	0	2
					17
Second Quarter					
COS	1002 Scientific Study II	5	0	0	5
COS	1022 Clinical Application I	0	0	24	8
MAT	1050 Math for Cosmetology	6	0	0	6
					19
Third Quarter					
COS	1003 Scientific Study III	5	0	0	5
COS	1033 Clinical Application II	0	0	24	8
ENG	1030 Communication Skills	2	0	0	2
					15
Fourth Quarter					
COS	1004 Scientific Study IV	5	0	0	5
COS	1044 Clinical Application III	0	0	24	8
PSY	1060 Industrial Community & Personal Relations	2	0	0	2
					15
Fifth Quarter (Optional)					
COS	1005 Scientific Study V	5	0	0	5
COS	1055 Clinical Practice IV	0	0	24	8
					13
Total Credit Hours					66 or 79

ELECTRICAL INSTALLATION AND MAINTENANCE (V-018)

The Electrical Installation and Maintenance curriculum is designed to provide a training program in the basic knowledge, fundamentals and practices involved in the electrical trades. A large segment of the program is laboratory and shop instruction designed to give the student practical knowledge and application experience in the fundamentals taught in class.

The graduate of this curriculum is qualified to enter an electrical trade as an on-the-job trainee or apprentice, assisting in the layout, installation, check out and maintenance of systems in residential, commercial or industrial settings.

		Hours Per Week			Cr.
				Shop	Hrs.
First Quarter		**Class**	**Lab**	**Pract.**	**Equiv.**
ENG	1020 Reading Improvement	2	0	0	2
MAT	1000 Fundamentals of Math	5	0	0	5
ELC	1510 Fundamentals of Electrical Installation I	5	0	15	10
DFT	1135 Blueprint Reading: Electrical I	2	0	0	2
					19
Second Quarter					
ENG	1030 Communication Skills	2	0	0	2
MAT	1010 Vocational Math	3	0	0	3
ELC	1520 Fundamentals of Electrical Installation II	2	0	6	4
ELC	1522 Residential Installation	5	0	9	8
DFT	1136 Blueprint Reading: Electrical II	2	0	0	2
					19
Third Quarter					
ELC	1530 Fundamentals of Electrical Installation III	5	0	6	7
ELC	1532 Commercial Installation	5	0	12	9
PSY	1060 Industrial, Community, & Personal Relations	2	0	0	2
					18

Fourth Quarter					
ELC	1540 Marine and Industrial Installations	3	0	9	6
ELC	1542 Electric Motors and Controls	5	0	9	8
BU5	1103 Small Business Operations	2	0	0	2
					16
Total Credit Hours					72

ELECTRONIC SERVICING (V-042)

The curriculum in Electronic Servicing is designed to provide basic knowledge and skills required in the installation, maintenance and servicing of electronic components and systems. Laboratory time will be spent verifying electronic theory and principles, learning installation, maintenance and service techniques.

An electronic service technician will be able to install, maintain, and service electronic equipment including: radios, entertainment systems, digital electronic systems, Master Antenna Television and Cable Television components and systems.

		Hours Per Week			Cr.
First Quarter		Class	Lab	Shop Pract.	Hrs. Equiv.
MAT	1000 Fundamentals of Mathematics	5	0	0	5
ENG	1020 Reading Improvement	2	0	0	2
ELN	1111 Direct and Alternating Current	5	0	17	10
					17
Second Quarter					
MAT	1010 Vocational Mathematics	3	0	0	3
ENG	1030 Communication Skills	2	0	0	2
ELN	1112 Vacuum Tubes and Solid State Devices	10	0	14	14
					19
Third Quarter					
ELN	1125 Radio Receiver and Amplifier Servicing	5	0	12	9
ELN	1113 Television Theory and Circuits	5	0	6	7
PSY	1060 Industrial, Community, and Personal Relations	2	0	0	2
					18
Fourth Quarter					
ELN	1127 Television Receiver Circuits and Servicing	10	0	17	15
BU5	1103 Small Business Operations	2	0	0	2
					17
Total Credit Hours					71

A certificate program in Electronic Servicing is offered at the Maple Correctional Unit in Currituck County. Certificates are awarded to inmates when they successfully complete each of the following courses:

		Hours Per Week			Cr.
		Class	Lab	Shop Pract.	Hrs. Equiv.
ELN	1111 Direct and Alternating Current	5	0	17	10
ELN	1112 Vacuum Tubes & Solid State Devices	10	0	14	14
ELN	1113 Television Theory & Circuits	5	0	6	7
ELN	1125 Radio Receivers & Amplifier Servicing	5	0	12	9
ELN	1127 Television Receiver Circuits & Servicing	10	0	17	15
Total Credit Hours					55

INDUSTRIAL MAINTENANCE (V-028)

The curriculum in Industrial Maintenance prepares students to repair and maintain machinery, electrical wiring and fixtures, and hydraulic and pneumatic devices found in industrial establishments.

Industrial maintenance persons may be required to install, maintain and service mechanical equipment; follow blueprints and sketches; and use hand tools, metalworking machines, measuring instruments and testing instruments. They operate metalworking machines such as lathe, milling machine and drill press to make repairs. They use the micrometer and calipers to verify dimensions. They assemble wires, insulation, and electrical components using hand tools and soldering equipment. They test electrical circuits and components to locate shorts, faulty connections and defective parts. They inspect, test and repair hydraulic equipment.

ENG	1020 Reading Improvement	2	0	0	2
AHR	1120 Principles of Refrigeration & Air Conditioning	5	0	15	10
MAT	1000 Fundamentals of Math	5	0	0	5
DFT	1104 Blueprint Reading: Mechanical	0	0	3	1
					18
Second Quarter					
MAT	1010 Vocational Mathematics	3	0	0	3
ENG	1030 Communication Skills	2	0	0	2
CAR	1101 Carpentry I	3	0	12	7
ELC	1123 Electrical Installation	1	0	3	2
PLU	1115 Plumbing Installation	2	0	3	3
					17
Third Quarter					
MEC	1200 Machine Shop Theory & Practice I	3	0	16	8
MAT	1020 Geometry & Trigonometry	3	0	0	3
PSY	1060 Industrial, Community, & Personal Relations	2	0	0	2
PHY	1050 Applied Physics II	1	2	0	2
WLD	1401 Basic Welding	2	0	3	3
					18
Fourth Quarter					
ELC	1540 Marine and Industrial Installations	3	0	10	6
ELC	1542 Electric Motors and Controls	5	0	10	8
BUS	1103 Small Business Operations	2	0	0	2
					16
Total Credit Hours					69

LIGHT CONSTRUCTION (V-029)

The Light Construction curriculum prepares individuals for employment in the building trades industry. Instruction is provided in carpentry, masonry, electrical wiring, and plumbing. Students study applied mathematics, blueprint reading and sketching, safety and other related subjects. They learn the methods used in laying out a small structure, mixing and pouring cement, rough framing, laying brick and block, roofing and exterior finishing.

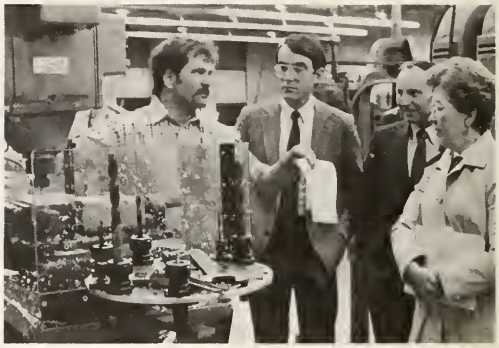
Graduates may find employment with home builders or with commercial building contractors. They may enter the building trades as apprentices; or work as building maintenance mechanics in small industries or public buildings including schools, hospitals, and apartment houses. After sufficient experience in the trade, some workers may establish their own business.

		Hours Per Week			Cr.
		Class	Lab	Shop Pract.	Hrs. Equiv.
First Quarter					
MAT	1000 Fundamentals of Mathematics	5	0	0	5
MAS	1101 General Masonry	2	0	15	7
ENG	1020 Reading Improvement	2	0	0	2
DFT	1102 Construction Drawing I	3	3	0	4
					18
Second Quarter					
MAT	1010 Vocational Mathematics	3	0	0	3
ENG	1030 Communication Skills	2	0	0	2
CAR	1101 Carpentry I	3	0	12	7
ELC	1123 Electrical Installation	1	0	3	2
PLU	1115 Plumbing Installations	2	0	3	3
					17
Third Quarter					
PSY	1060 Industrial, Community, & Personal Relations	2	0	0	2
CAR	1102 Carpentry II	5	0	15	10
DFT	1145 Specifications & Contracts	3	0	0	3
DFT	1103 Construction Drawing II	3	3	0	4
					19
Fourth Quarter					
CAR	1124 Residential & Community Construction	2	0	18	8
MAT	1112 Construction Estimating	3	0	0	3
MEC	1135 Mechanical Installations	2	0	3	3
*BUS	1103 Small Business Operations	2	0	0	2
					16
Total Credit Hours					70

* Two hours of Cooperative Education may be substituted for BUS 1103.

MACHINE OPERATOR (V-032)

The purpose of this program is to allow students who will not reach a level of excellence as machinists to succeed in a specialized program allied to the Machinist



program. This program is three quarters in length. The first quarter is the same as the Machinist program, and during this time the instructor and the counselor will evaluate the student's progress and abilities and advise him concerning the program he should follow.

This program will offer an opportunity for occupational success and satisfaction to students who might not succeed in the other machinist programs. A Machine Operator's Certificate will be presented upon successful completion of the program.

		Hours Per Week			Cr.
First Quarter		**Class**	**Lab**	**Shop Pract.**	**Hrs. Equiv.**
MEC	1200 Machine Shop Theory & Practice I	3	0	16	8
MAT	1000 Fundamentals of Mathematics	5	0	0	5
DFT	1000 Blueprint Reading I	4	0	0	4
ENG	1020 Reading Improvement	2	0	0	2
					19
Second Quarter					
MEC	1215 Lathe Operator	3	4	6	7
MEC	1225 Drill Press Operation	3	4	6	7
MAT	1010 Vocational Math	3	0	0	3
ENG	1030 Communication Skills	2	0	0	2
					19
Third Quarter					
MEC	1235 Shaper Operation	3	6	6	8
MEC	1245 Mill Operation	3	6	6	8
					16
Total Credit Hours					54

MACHINIST (V-032)

The Machinist curriculum gives individuals the opportunity to acquire basic skills and related technical information necessary to gain employment as machinists. The machinist is a skilled metalworker who shapes metal by using machine tools and hand tools. Machinists must be able to set up and operate the machine tools found in a modern shop. The machinist is able to select the proper tools and materials required for each job and to plan the cutting and finishing operations in their proper order so that the work can be finished according to blueprint or written specifications. The machinist makes computations relating to dimensions of work, tooling, feeds and speeds of machining. Precision measuring instruments are used to measure the accuracy of work. The machinist also must know the characteristics of metals so that annealing and hardening of tools and metal parts can be accomplished in the process of turning a block of metal into an intricate precise part.

		Hours Per Week			Cr.
First Quarter		**Class**	**Lab**	**Shop Pract.**	**Hr. Equiv.**
MEC	1200 Machine Shop Theory & Practice I	3	0	15	8
MAT	1000 Fundamentals of Mathematics	5	0	0	5
DFT	1000 Blueprint Reading I	4	0	0	4
ENG	1020 Reading Improvement	2	0	0	2
					19
Second Quarter					
MEC	1210 Machine Shop Theory & Practice II	2	0	12	6
MAT	1010 Vocational Math	3	0	0	3
PHY	1040 Applied Physics I	1	2	0	2
MEC	1250 Structure of Metals I	3	0	0	3
ENG	1030 Communication Skills	2	0	0	2
DFT	1010 Blueprint Reading II	3	0	0	3
					19
Third Quarter					
MEC	1220 Machine Shop Theory & Practice III	2	0	12	6
MAT	1020 Geometry & Trigonometry	3	0	0	3
PSY	1060 Industrial, Community, & Personal Relations	2	0	0	2
PHY	1050 Applied Physics III	1	2	0	2
WLD	1401 Basic Welding	2	0	3	3
DFT	1020 Blueprint Reading III	3	0	0	3
					19
Fourth Quarter					
MEC	1230 Machine Shop Theory & Practice IV	3	0	15	8
MEC	1255 Structure of Metals II	3	0	0	3
MAT	1030 Machinist Math	3	0	0	3
DFT	1030 Blueprint Reading IV	2	0	0	2
*PHY	1060 Applied Physics III	1	2	0	2
					18
Total Credit Hours					75

* Two hours of Cooperative Education may be substituted for PHY 1060.

NURSING ASSISTANT (V-072)

The Nursing Assistant program prepares graduates to assist registered and practical nurses and physicians in carrying out nursing care and services to patients. The nursing assistant performs simple health care procedures such as bathing and feeding patients, preparing patients for physical examinations and special tests, observing and recording vital signs, admitting, transferring and discharging patients, and collecting specimens.

Graduates may be employed in hospitals, clinics, doctors' offices, nursing homes, and extended care facilities.

Individuals desiring a career in nursing assistant should, if possible, take English, biology and social science courses prior to entering the program.

		Hours Per Unit Class	Clin. Pract.	Cr. Hrs. Equiv.
First Quarter				
NUR 1100	Nursing Assistant	10	20	16

PRACTICAL NURSING (V-038)

The Practical Nursing curriculum graduates are prepared to take the National Council Licensure Examination required to practice as a licensed practical nurse. The Practical Nursing curriculum is designed to develop competencies in practicing the following five components of practice as defined by the North Carolina Nursing Practice Act, 1981: (1) participating in assessing the client's physical and mental health including the client's reaction to illnesses and treatment regimens; (2) recording and reporting the results of the nursing assessment; (3) participating in implementing the health care plan developed by the registered nurse and/or prescribed by any person authorized by State law to prescribe such a plan, by performing tasks delegated by and performed under the supervision or under orders or directions of a registered nurse, physician licensed to practice medicine, dentist, or other person authorized by State law to provide such supervision, (4) reinforcing the teaching and counseling of a registered nurse, physician licensed to practice medicine in North Carolina, or dentist; and (5) reporting and recording the nursing care rendered and the client's response to that care.

		Hours Per Week Class	Lab	Clin. Pract.	Cr. Hrs. Equiv.
First Quarter					
BIO 1510	Anatomy & Physiology	6	0	0	6
PSY 201	General Psychology	3	0	0	3
NUT 1512	Nutrition	3	0	0	3
PHM 1513	PN Pharmacology I	2	0	0	2
PNE 1514	Nursing Fundamentals	6	4	0	8
PNE 1516	Clinical Practice I	0	0	2	0
ENG 101	English Composition I	3	0	0	3
					25
Second Quarter					
PNE 1520	Medical-Surgical Nursing I	4	2	0	5
PNE 1521	Maternity Nursing	4	0	0	4
PNE 1522	Pediatrics	4	0	0	4
PNE 1524	Clinical Practice II	0	0	18	6
					19
Third Quarter					
PNE 1530	Medical-Surgical Nursing II	4	0	0	4
PHM 1531	PN Pharmacology II	4	0	0	4
PNE 1533	Clinical Practice III	0	0	18	6
PNE 1535	Mental Health Concepts	3	0	0	3
					17
Fourth Quarter					
PNE 1540	Medical-Surgical Nursing III	4	0	0	4
PNE 1541	Issues/Trends	3	0	0	3
PNE 1542	Long Term Illness	3	0	0	3
PNE 1543	Clinical Practice IV	0	0	21	7
					17
Total Credit Hours					78

SURGICAL TECHNOLOGY (V-071)

The Surgical Technology curriculum prepares graduates to assist in the care of surgical patients in the operating room, and functions of the surgical team by arranging supplies and instruments, maintaining aseptic conditions, preparing patients for surgery and assisting the surgeon during operations in the use of materials and equipment. First assisting the surgeon by a surgical technologist is permitted only by individual hospital policy.

Graduates are eligible to take the certification examination for Certified Surgical Technologists given by the Association of Surgical Technologists, Inc. Surgical technologists may practice in the hospital's operating, emergency, labor and delivery rooms, central sterile processing department, ambulatory surgical services and physicians' offices.

Individuals desiring a career in surgical technology should take biology and mathematics courses prior to entering the program.

A diploma will be awarded to students who successfully complete all four quarters of this program. A certificate of completion will be awarded to students who successfully complete the second, third and fourth quarters of this program.

		Hours Per Week			Cr. Hrs.
First Quarter		**Class**	**Lab**	**Clin.**	**Equiv.**
ENG 113	Paragraph Fundamentals	3	0	0	3
D-MAT 101	Basic Algebra	3	0	0	3
PSY 201	General Psychology I	3	0	0	3
	Elective	3	0	0	3
					12
Second Quarter					
BIO 1121	Human Anatomy & Physiology I	3	2	0	4
BIO 1123	Introduction to Microbiology	3	2	0	4
SUR 1110	Nursing Procedures	5	2	0	6
SUR 1101	Introduction to Operating Room	5	2	0	6
					20
Third Quarter					
BIO 1122	Human Anatomy & Physiology II	2	2	0	3
SUR 1102	Surgical Procedures I	9	2	0	10
SUR 1106	Seminar I	3	0	0	3
SUR 1104	Clinical Practice I	0	0	15	5
					21
Fourth Quarter					
SUR 1103	Surgical Procedures II	9	2	0	10
SUR 1105	Clinical Practice II	0	0	21	7
SUR 1107	Seminar II	3	0	0	3
					20
Total Credit Hours					73

COOPERATIVE EDUCATION

Cooperative Education is designed to enable students to receive college credits for employment that is related to the curriculum in which they are enrolled. Its purpose is to make a student's educational program more relevant and meaningful by integrating classroom study with a planned and supervised work experience. It is open to students in most transfer, technical, and vocational programs.

The co-op director is responsible for locating and/or approving appropriate co-op assignments for students applying to enter the program. If a student already has a curriculum-related job, that job may be used for a co-op assignment if it is approved as a valid work experience by the co-op director and by the student's employer.

College of The Albemarle offers two types of co-op work experience: the parallel plan and the alternating plan. The parallel plan allows the student to attend school part of the day and to work in a curriculum-related job when not in class. The alternating plan allows the student to work full-time during the summer break between the freshman and sophomore year.

Eligibility

All students who are enrolled in programs that qualify for cooperative education and who have completed 12 or more credit hours in their curriculum area are eligible for co-op, if they

1. are enrolled in six or more credit hours of college courses;
2. have a GPA of 2.0 or better; and
3. have the approval of a major instructor and the co-op director.

Application Procedure

Interested students should obtain an application form from the co-op office and schedule an interview with the director. Acceptance into the cooperative education program is on the basis of the student's application, college transcript, and the availability of appropriate employment. The co-op director will be responsible for locating and/or approving appropriate co-op job assignments.

Academic Credit

Credit hours for cooperative education work periods are determined by the number of hours worked per quarter. Students working an average of 10 hours weekly (110 per quarter) earn one hour of credit per quarter; students working an average of 20 or more hours weekly (220 or more per quarter) earn two hours of credit per quarter. Students in the technical and vocational programs may earn up to a total of 10 hours of credit. In most technical and vocational programs, cooperative education can be used to satisfy general elective requirements or can be used as designated course substitutions. Students in the college transfer programs may earn up to six hours of add-on credit. (Credits do not satisfy degree requirements but participation is an asset to transcript and resume.)

Before officially registering for a co-op work experience course, the student must have a co-op job assignment and have written approval from the co-op office to register for the appropriate co-op course.

DEVELOPMENTAL EDUCATION

College of The Albemarle's Developmental Education Department is a key component of the college's open door admission policy. It represents an effort by the college to ensure that each student is admitted to a program of study which fits his/her particular needs, abilities, achievements, and aspirations.

Under the open-door admission policy, some students who have promise of success seek admission to academic programs and find themselves underprepared. The Developmental Education Department offers these students a program which will enable them to enter the curriculum of their choice with a good probability of success.

The common need of all underprepared students involves strengthening skills in reading, mathematics, grammar, and composition. Students enrolled in the Developmental Education program concentrate on their particular areas of weakness and, at the same time, study specific curriculum courses which seem feasible in view of their particular needs and interests. This permits them to make some progress toward a degree while correcting deficiencies.

Any student may register for the developmental education courses; however, most students enroll in the courses through the admission's screening process. All students who enroll in a two-year program of study, those who enroll in some one-year diploma programs, and those who have taken 12-15 hours of classes but are uncertain of a program of study are required to take a Placement Test Battery. Students who score below the designated cutoff scores will be enrolled in developmental education courses for indicated course work, the completion of which is required prior to enrollment in specific courses or programs.

Students whose placement tests indicate two or more areas of deficiencies will be required to enroll in D-PSY 100 — Applied Psychology, which has been designed to further assist students in coping with college environment.

The following is a list of the Developmental Education courses:

Chemistry

D-CHM	100	Basic Chemistry	3(3-0)

English

ENG	90	English Skills Lab	1*(0-3)
ENG	91	Grammar Fundamentals	3*(3-0)
ENG	113	Paragraph Fundamentals	3(3-0)
ENG	114	Essay and Short Story Fundamentals	3(3-0)

Math

MAT	90	Math Skills Lab	1*(0-3)
MAT	91	Basic Mathematics	3*(3-0)
D-MAT	101	Basic Algebra I	3(3-0)
D-MAT	102	Basic Algebra II	3(3-0)
D-MAT	103	Basic Geometry	3(3-0)
D-MAT	107	Algebra Review	3(3-0)

Nursing

D-NUR	100	Orientation to Nursing	2(2-0)
D-NUR	210	Test-taking Strategies for the Nursing Student I	1(1-0)
D-NUR	211	Test-taking Strategies for the Nursing Student II	2(2-0)

Orientation

ORI	99	College Success Skills	3*(3-0)

Psychology

D-PSY	100	Applied Psychology	3(3-0)

Reading

RED	90	Reading Skills Lab	1*(0-3)
RED	91	Fundamentals of Reading	3*(3-1)
D-RED	100	Advanced Reading	3(3-1)

*Denotes Preparatory credit only (non-transferable)

EVENING PROGRAM

College of The Albemarle offers an Evening Program of courses leading toward associate degrees and diplomas. The courses have the same or equally well-trained instructors, have the same content, and carry the same college credit as courses taught during the regular day session. Credits for evening courses transfer to other institutions on the same basis as credits for other regular College of The Albemarle courses.

Courses usually are scheduled Monday through Thursday evenings. Courses that require three hours of lecture and/or laboratory per week usually meet once a week from 7:00 p.m. to 10:00 p.m. Courses that require more than three hours per week meet twice a week.

The admission requirements and cost for all evening courses are the same as for courses offered during the day. A schedule of time and place for these courses or any additional information may be received by contacting the evening program director.

Continuing education (non-credit) classes are also offered during evening hours. For further information, refer to the section in this catalog titled Continuing Education Division.

CONTINUING EDUCATION DIVISION

One of the major functions of a comprehensive community college is that of providing educational programs for adults in its service area. The Continuing Education Division places a strong emphasis on the value of lifelong education, and it provides many types of continuing education activities for citizens of the Albemarle area.

Courses are offered for those individuals whose education stopped short of high school graduation and for those who need vocational or professional retraining and upgrading. Instruction is also available for those who desire to grow in basic knowledge, to improve in home and community life, and to develop or improve leisure time activities.

Admission

Any adult eighteen (18) years of age or older and not enrolled in public school may be admitted to a continuing education class. In some circumstances, and upon the approval of the appropriate public school superintendent, a public school dropout between 16-18 years of age may enroll in certain courses.

Class Schedules

A schedule of classes is published and made available to the public prior to the beginning of each quarter. Classes are organized on the basis of need, interest, and the availability of suitable facilities and qualified instructors. Courses are also announced through the local news media.

Class Registration

Students may enroll in a particular course by attending and registering during the first two regular class meetings.

Class Locations

Many continuing education courses and services are provided on campus. Other classes are conducted in surrounding communities or within a particular business or industry in the Albemarle area. Almost any course can and will be organized when a sufficient number of citizens indicate an interest in having a class brought to a particular location.

Course Descriptions

Course descriptions for continuing education courses are not listed in this publication. Only examples of the types of courses that have been offered are listed. Spe-

cific course descriptions are furnished upon request. Courses not previously offered may be offered to meet expressed needs of the community when evidence of such needs is presented to the college.

Fees

A registration fee of fifteen dollars ($15.00) is charged for enrollment in each academic and occupational course. A registration fee of twenty dollars ($20.00) is charged for enrollment in each practical skill course, and a fee of twenty-five dollars ($25.00) is charged for each avocational course. Volunteer firemen and law enforcement and rescue/lifesaving personnel are not charged a registration fee for enrolling in training courses. This exemption applies only to volunteer firemen taking fire training courses, law enforcement personnel taking law enforcement courses, and rescue/lifesaving personnel taking lifesaving courses. Prison inmates are not charged for any continuing education courses. Students who enroll in Adult Basic Education and GED courses are also exempted from the registration fee. There is no registration fee for persons 65 years of age or older.

Recreational courses are subject to a tuition charge which will enable these courses to be self-supporting. This tuition charge varies depending on the course involved but is generally substantially more than the standard registration fee.

Students are expected to provide the supplies, materials, tools, and books which they will need in continuing education courses. Instructional services and instructional materials are supplied by the college.

Accident insurance is available to all students. This insurance is required for students who participate in laboratory activities using equipment and machinery which might cause physical injury.

Certificates

College credit is not given for completion of continuing education courses; however, certificates are awarded for completion of some of the courses. Licenses, diplomas, or other forms of recognition are awarded by certain agencies outside the college upon successful completion of specially designated courses.

Continuing Education Units (CEU's)

Since September 1, 1974, College of The Albemarle has maintained a cumulative record of all academic and occupational courses taken by continuing education students. Continuing Education Units (CEU's) are awarded on the basis of one CEU per ten contact (class) hours. For example, if a student enrolled in a 36-hour course and attended at least 80 percent of the time, 3.6 CEU's would be awarded upon completion of the course.

Students who need transcripts or additional information about CEU credit should contact the Continuing Education Division (335-0821, Extension 250).

Learning Resources Center (LRC) Privileges

Students in all programs sponsored by the college have the privilege of using all services of the LRC without additional charge. Continuing education students, however, are required to complete a LRC application before checking out materials.

Programs of Instruction

The eight major program areas of continuing education at College of The Albemarle are noted below.

I. Adult Basic Education

The objective of this program is to provide elementary level instruction to those individuals who for any reason do not enjoy the benefits of at least an eight-grade education. Instruction covers the basic fundamentals of mathematics, science, social studies, reading, and oral and written communication.

There are no fees or charges of any kind. All materials have been especially prepared for adults with emphasis on individual needs and interests.

Level I — The basic fundamentals of reading, writing, and arithmetic are stressed. The course is designed to bring adults who have completed less than four grades of formal education to a functional level whereby individual study is possible.

Level II — This course is for adults who stopped school in grades 5-8 or who have completed Level I. It is a continuation of the first level with more individual study and a greater scope of subject matter, including science and social studies. With the completion of Level II, the adult should be equipped to enter one of the high school completion programs.

II. Occupational Extension Courses

Occupational extension courses consist of single courses, each complete in itself, designed for the specific purpose of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.

III. Academic Extension Courses

Academic extension courses consist of single courses, each complete in itself, designed to serve the educational needs of adult citizens including courses in humanities, mathematics and science, and social sciences.

IV. Practical Skills Extension Courses

Practical Skills extension courses consist of single courses, each complete in itself, designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation but may supplement income or may reasonably lead to employment.

V. Avocational Extension Courses

Avocational extension courses consist of single courses, each complete in itself, which focus on an individual's personal or leisure needs rather than his/her occupation, profession, or employment.

VI. Special Extension

The following programs are offered by College of The Albemarle to increase individual competence in specialized occupational areas:

A. Fire Service Training
Firefighters are confronted with situations nonexistent a few years ago, and their responsibilities demand a continuous program of training and education. Training sessions are held in the local fire departments, allowing firefighters to be trained as an organized group utilizing equipment they would ordinarily use in controlling fires. For further information, contact the Continuing Education Division.

B. Hospitality Training Program
This program trains personnel in the area of food services, lodging, recreation, and travel information. The primary objectives include providing employers with well-trained personnel to operate their businesses, developing within individuals skills that will qualify them for better employment opportunities, and providing better hospitality services to the citizens of North Carolina and visitors to the state. Hospitality training is arranged and scheduled in accordance with the needs of businesses. For further information, contact the Continuing Education Division.

C. Law Enforcement Training
These courses are especially designed as in-service and preservice education for those individuals engaged in law enforcement activities and are provided at the request of law enforcement agencies. The program is designed to keep law enforcement officers abreast of legal and technological advancements and at the same time to aid them in becoming more professional. Workshops and courses are offered in many areas. For further information, contact the Continuing Education Division.

D. New or Expanding Industry Training
College of The Albemarle cooperates with new or expanding industries to train work forces. The actual training is carried on in the industry where trainees receive instructions and, depending upon the program objectives, may receive both classroom and on-the-job training. All training programs are established to meet the specific needs of a particular industry.

E. Emergency Medical Training
Organized classes are held for ambulance attendants in the college's service area. The North Carolina Office of Emergency Medical Services works with College of The Albemarle in developing classes for rescue squad units. For further information, contact the Continuing Education Division.

F. Management Development Training
In an effort to meet the needs of individuals in business and industry, an elaborate program in Management Development Training is administered by College of The Albemarle. The program is designed to upgrade the competency of supervisory and midmanagement personnel. It is also designed to train persons interested in becoming supervisors. Management Development Training is an investment in the future. It may pay rich dividends to those individuals and organizations that take advantage of it.

These programs are further designed to improve and enhance skills and competency on the job, as well as relationships with others. Programs can be tailored to meet existing needs and can be held on the campus or within an individual plant or organization. Qualified instructors are provided without charge to the employer.

Specialized courses concerning safety are available regarding management responsibilities required by the Occupational Safety and Health Act, as well as courses designed to increase employee safety awareness.

For further information, contact the Continuing Education Division.

VII. Special Projects
Projects, programs, and events that are conducted by the college through special grants and funds are frequently administered by the Continuing Education Division.

VIII. Community Services
College of The Albemarle sponsors and promotes a number of community services which contribute to the cultural, economic, and civic improvement of the Albemarle area. Such services may arise from almost every program area. Groups or agencies are invited to contact Continuing Education Division to arrange such activities.

ADULT BASIC LITERACY EDUCATION PROGRAM

The Adult Basic Literacy Education (ABLE) program is an adult literacy program which focuses on the use of modern technology in the teaching/learning process. The program provides opportunities for adults to improve their reading, math, and grammar skills through participation in an individualized learning program which emphasizes computer-assisted instruction and one-on-one tutoring.

ABLE serves all high school dropouts eighteen years old or older who cannot read or compute above the eighth grade level as determined by screening and diagnostic tests.

Community volunteers are an integral component in the ABLE program. Volunteers serve primarily as reading tutors for the students who read at a 0-3rd grade level.

Another aspect of the ABLE program is that it provides support, referral, and instruction which will assist

adults in meeting their own life-goals, such as continuing their education in colleges and/or vocational schools, obtaining jobs, or becoming more effective parents.

The ABLE program is a pre-GED program. After completing the courses offered in the ABLE program, students are encouraged to enroll in the Bridges Program or Learning Lab at College of The Albemarle.

Instruction in the ABLE program is provided free of charge. Location of the program is in Edgewood Shopping Center in Elizabeth City.

BRIDGES PROGRAM

The Bridges Program is designed to provide an educational opportunity for economically disadvantaged adults. Participants are provided a chance to participate in a classroom course of study leading toward the completion of the GED high school equivalency examination.

Participants in the Bridges Program are provided with academic advisement and career, personal, and social counseling. The comprehensive advisement and career counseling services are designed specifically to direct the participants into a course of study in one of the occupational or college transfer programs at College of The Albemarle. The end result is to provide participants with job placement opportunities.

Each cycle of the Bridges Program consists of eleven weeks of intensive study. The course of study comes under the course title GED PREPARATION. During the eleven-week cycle, morning sessions deal primarily with the GED content areas and afternoon sessions provide reinforcement, tutorial, and career counseling as well as instructional preparation for further education and job preparation.

BUSINESS AND INDUSTRY SERVICES

The Business and Industry Services office is the primary contact between the college and the business community. The Director of Business and Industry Services identifies services and training the college can provide for area businesses and industries and coordinates topical workshops and seminars on specialized subjects. The director assists local industrial development commissions and chambers of commerce in promoting economic development in the college's seven-county service area.

A Small Business Center houses various print and non-print media on business-related subjects which are made available to local business persons. The materials include: U.S. Small Business Administration publications, magazines, books, audio tapes, computer software, films and video cassettes.

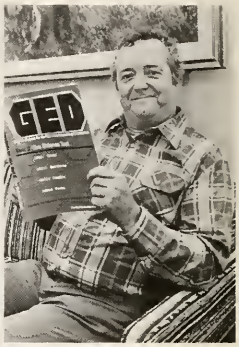
LEARNING RESOURCES CENTER (LRC)

The Learning Resources Center is a multimedia center with resources which include books, periodicals, indexes, the learning lab, and audio-visual materials and equipment. It is a center for life-long learning.

Learning Lab

The Learning Lab provides the opportunities for completing high school, for preparing for college, for supplementing college courses, and for studying in many areas of interest. The high school completion program, consisting of the Adult High School Diploma Program and the Adult High School Equivalency, provides two ways to complete requirements for a high school diploma or certificate:

(1) Adult High School Diploma Program



This is a cooperative arrangement between the College of The Albemarle and the Boards of Education in the Albemarle area, with the college serving as the service agency.

For admission to the Adult High School Diploma Program, a person must be 18 years of age and have the written recommendation of the appropriate school superintendent. Individual public school dropouts between the ages of 16 and 18 may be admitted as students with special needs.

Students who enter the Adult High School Diploma Program must have the consent of the cooperating school system, a list of the specific courses which they need to complete, and a transcript of the courses which they completed at the participating school. Upon passing the North Carolina Competency Tests and upon successful completion of the required courses in the Learning Lab, the student is awarded an Adult High School Diploma by the cooperating county Board of Education.

(2) High School Equivalency Program (GED)

For admission to the High School Equivalency (GED) Program, a person must be 18 years of age. High School dropouts between the ages of 16 and 18 may be admitted as students with special needs. The GED student may complete requirements in the Learning Labs. The Learning Lab on campus is open Monday through Thursday from 8:00 a.m. to 4:00 p.m., 6:30 p.m. to 9:30 p.m.; Friday from 8:00 a.m. to 4:00 p.m. The Dare County Center Learning Lab is open Monday and Tuesday from 9:00 a.m. to 1:00 p.m.; Thursday 9:00 a.m. to 12:00 noon; and Monday, Tuesday, and Thursday evenings from 6:30 p.m. to 9:30 p.m. The Learning Labs are approved for educational assistance under the G.I. Bill for eligible persons who have not completed high school.

In addition to the high school completion programs, the on-campus Learning Lab also is responsible for the following instructional programs or courses:

(1) Computer-Assisted Instruction (CAI)
The Learning Lab houses CAI programs for use on Apple computers. Students may use the computers and the software as assigned by instructors or for personal enrichment at any time during the Learning Lab's operational hours.

(2) Guided Studies Lab (GUI 99)
The Guided Studies Lab offers students the opportunity for help in any problem area and the chance to reinforce skills being learned in the classroom. This lab offers computer-assisted instruction and tutorial instruction. A student may enroll in the Guided Studies Lab upon recommendation by his/her instructor.

(3) Reading, English, and Math Skills Labs
Students enrolling in Reading 90, English 90, or Math 90 report to the Learning Lab for instruction. Students spend a minimum of thirty hours per quarter to strengthen skills in reading, grammar, composition, and math. In addition, all students enrolled in Reading 91 and Reading 100 complete the lab requirements of these courses in the Learning Lab.

Library

There are more than 40,000 volumes in the library, and approximately 250 periodicals are received regularly. Every field of study in the curriculum is represented in the periodicals collection. Back issues of those with reference value are either bound or microfilmed. Except for a very few of strictly local interest, all magazines are indexed in one of the standard guides in order that they may be used as reference materials. Faculty members are urged to make suggestions concerning the purchase of periodicals in their respective fields.

Inter-Library Loans

If the Learning Resources Center does not have books or materials needed by students, it will make an effort to borrow them through an inter-library loan.

Upon request, the librarian or some member of the library staff will present a library orientation program in the use of library tools pertinent to a particular subject. Also, a course in library usage (LIB 100) is usually offered each quarter.

For general instruction, the library has prepared a handbook which is given to new students during the fall orientation period. It also gives some instruction in the use of books and other library materials to freshmen and transfer students during orientation.

Audio-Visual Services

The LRC makes available audio-visual materials, which include films, filmstrips, slides, cassettes, phonograph recordings, videocassettes, microfilm materials, and kits. The audio-visual function is integrated with the LRC components and philosophy.

VISITING ARTIST PROGRAM

The Visiting Artist Program is a cooperative effort of the North Carolina Arts Council and the North Carolina Department of Community Colleges. The purpose of the program is to expand the appreciation and cultivation of the arts in the community colleges and in the communities which they serve. The Visiting Artist Program sponsors over 40 artists throughout the state who present their art forms through public performances, demonstrations and workshops, rather than regular classroom assignments.

Services of College of The Albemarle's Visiting Artist are available to schools, churches, civic groups, and other organizations as a public service. Arrangements to schedule a program may be made by calling 335-0821, extension 258 or 256; or by writing to the Visiting Artist Program, College of The Albemarle, P.O. Box 2327, Elizabeth City, North Carolina 27909.

COURSE DESCRIPTIONS

COURSE NUMBERING

Courses at College of The Albemarle are numbered in accordance with the system used by the North Carolina Community College System.

1. Developmental courses are indicated by a three-letter prefix and a two digit number or by a "D," a three-letter prefix, and a three-digit number. The developmental courses which are strictly for preparatory credit (non-transferable) are so indicated in their course descriptions.
   Example: RED 91 or D-PSY 100.
2. Freshman college transfer courses are indicated by a three-letter prefix and are numbered 100-199.
   Example: MAT 121.
3. Sophomore college transfer courses are indicated by a three-letter prefix and are numbered 200-299.
   Example: MAT 201.
4. Freshman technical courses are indicated by a "T," a three-letter prefix, and are numbered 100-199.
   Example: T-MAT 105.
5. Sophomore technical courses are indicated by a "T," a three-letter prefix, and are numbered 200-299.
   Example: T-DFT 214.
6. Vocational courses are indicated by a three-letter prefix and a four digit number.
   Example: AUT 1140.

Following the course description are the quarter(s) the course is normally offered (F = Fall Quarter; W = Winter Quarter; S = Spring Quarter; SS = Summer Session; VAR. = Variable) and the number of quarter credit hours with the number of lecture and lab hours per week in parentheses. Vocational courses give the equivalent of quarter hours credit and in parentheses the number of class hours, lab hours, and shop practice or clinical hours per week.

The class and laboratory hours shown in the catalog are minimal. It is a policy of this institution to permit students to enroll in additional class and laboratory work beyond those shown in the catalog in order to broaden their educational experience.

AIR CONDITIONING, HEATING, & REFRIGERATION

AHR 1120 Principles of Refrigeration & Air Conditioning: This course is an introduction to the principles of refrigeration, terminology, the use and care of tools and equipment, and the identification and the function of the component parts of a system. Other topics to be covered are the basic laws of refrigeration; characteristics and comparison of the various refrigerants; the use and construction of valves, fittings, and basic controls. Practical work includes tube bending, flaring, and soldering. Standard procedures and safety measures are stressed in the use of special refrigeration service equipment and the handling of refrigerants.
(Var.) 10(5-0-15)

AHR 1122 Domestic and Commercial Refrigeration: The focus is on domestic refrigeration servicing of conventional, hermetic, and absorption systems. Cabinet care, controls, and system maintenance in domestic refrigerators, freezers, and window air conditioning units are stressed. Commercial refrigeration servicing of display cabinets, walk-in cooler and freezer units, and mobile refrigeration systems are studied. The use of manufacturers' catalogs in sizing and matching system components and a study of controls, refrigerants, servicing methods is made. The American Standard Safety Code for Refrigeration is studied and its principles practiced. (Var.) 7(3-0-12)

AHR 1124 Air Conditioning and Refrigeration Servicing: Emphasis is placed on the installation, maintenance, and servicing of equipment used in the cleaning, changing, humidification and temperature control of air in an air conditioned space. Students learn to install various ducts and lines needed to connect various components. Shop work involves burner operation, controls, testing and adjusting of air conditioning and refrigeration equipment, and location and correction of equipment failure. (Var.) 5(3-0-6)

AHR 1125 Principles of Air Conditioning & Heating: This course deals with the selection of various heating, cooling and ventilating systems, investigation and control of factors affecting air cleaning, movement, temperature, and humidity. Use is made of psychrometric charts in determining needs to produce optimum temperature and humidity control. Commercial air conditioning equipment is assembled and tested. Practical sizing and balancing of ductwork is performed as needed. (Var.) 7(3-0-12)

AHR 1128 Automatic Controls I: The focus is on types of automatic controls and their function in air conditioning, heating and refrigeration systems. Included in the course will be electric and pneumatic controls for domestic and commercial cooling and heating; zone controls, unit heater and ventilator controls, com-

mercial fan systems controls, commercial refrigeration controls, and radiant panel controls. (Var.) 5(3-0-6)

AHR 1129 Automatic Controls II: A study of more complex controls used in heating, air conditioning, and refrigeration systems, domestic and commercial. (Var.) 5(3-0-6)

ART

ART 99 Art Skills Lab: This lab is designed to aid students who need additional practice and instruction in developing art skills. (F, W, S) 0(Var.)

ART 100 History and Appreciation of Art I: The study of art (painting, architecture, and sculpture) from primitive times to the Byzantine, with reference to the life of the people during the time the artwork was created. (F) 3(3-0)

ART 101 History and Appreciation of Art II: The study of art (painting, architecture, and sculpture) during the Middle Ages including Islamic styles to Mannerism, with reference to the life of the people during the time the artwork was created. (W) 3(3-0)

ART 102 History and Appreciation of Art III: The study of art (painting, architecture, and sculpture) from the 16th to the 20th centuries, with reference to the life of the people during the time the artwork was created. (S) 3(3-0)

ART 103 Color and Design: The course deals with color theory and design principles, with emphasis on design fundamentals. (F, S) 3(2-4)

ART 104 Drawing: The course introduces the student to drawing in various media. (F, W) 3(2-4)

ART 105 Figure Drawing: The course will explore various media leading to an understanding of figure drawing. There will be discussions and critiques of work. (W) 3(2-4)

ART 106 Painting Survey: This course will explore basic concepts of painting and will acquaint the student with the field of painting as a fine art. There will be discussions and critiques of work. (W, S) 3(2-4)

ART 107 Ceramics Survey (Pottery): The course introduces the student to the total ceramic process. Emphasis is placed on use of the potter's wheel. (F, S) 3(2-4)

ART 108 Sculpture Survey: The course will expose the student to sculpture, its processes and techniques, and will survey the methods and materials as well as styles of sculpture. (W, S) 3(2-4)

ART 110 Crafts Design: The course will explore craft design principles and the use of craft materials and tools. (F, W, S) 3(2-4)

ART 1111 Design for Cosmetology: This course concerns the students' needs in the principles of design and color theory as related to human form and human environment, with emphasis on design fundamentals. (F) 2(1-2)

AUTOMOTIVE MECHANICS

AUT 1100 Internal Combustion Engines: The focus is on development of a thorough knowledge and ability in using, maintaining, and storing the various hand tools and measuring devices needed in automotive repair work. Study of the construction and operation of components of automotive engines is emphasized: testing of engine performance; servicing and maintenance of pistons, valves, cams and camshafts, fuel and exhaust systems and cooling systems; proper lubrication; and methods of testing, diagnosing and repairing. Minimum clock hours — 180. (F) 8(3-0-15)

AUT 1110 Auto Electrical Systems: A study of the complete electrical system of an automobile, which includes batteries, starters, generators, alternators, regulators, ignition, wiring, and schematic drawings. Proper testing methods and use of test equipment is stressed. Minimum clock hours — 100. (W) 6(3-4-3)

AUT 1115 Auto Fuel and Emission Systems: A study of the complete fuel and emission system, which includes fuel pumps, carburetors, fuel injectors, intake and exhaust manifolds, positive crankhouse ventilation, and emission control devices used by domestic and foreign automobiles. Minimum clock hours — 100. (W) 6(3-4-3)

AUT 1123 Brakes, Chassis, and Suspension: This course will explore principles and functions of the components of automotive chassis. Practical job instruction in adjusting and repairing of suspension, steering, and braking systems will be emphasized. Units to be studied will be shock absorbers, springs, steering system, steering linkage, front end, and types and servicing of brakes. Minimum clock hours — 90. (SS) 5(3-0-6)

AUT 1124 Auto Transmissions and Drive Trains: This course introduces principles and functions of automotive power train systems: clutches, standard transmissions, automatic transmissions, torque converters, drive shaft assemblies, rear axles, and differentials. Practical experience will be in troubleshooting, servicing, and repair. Minimum clock hours — 210. (S) 9(3-0-18)

AUT 1125 Automotive Servicing: This course will expose the student to coordinated methods of using knowledge acquired in previous automotive courses to correctly troubleshoot and repair any part of the automobile. This course incorporates diagnostic testing. Minimum clock hours — 80. (SS) 5(3-2-3)

AUT 1140 Automotive Air Conditioning: This course introduces the principles of refrigeration. The

study of the assembly of the components and connections necessary in the mechanisms, the methods of operation and control, and proper handling of refrigerants in charging the system are emphasized. Minimum clock hours — 80. (SS) 4(2-0-6)

BANKING

T-AIB 202 Principles of Bank Operations: This course presents the fundamentals of bank functions in a descriptive fashion so that the beginning banker may acquire a broad and operational perspective. It reflects the radical changes in banking policy and practice which have occurred in recent years. Topics covered are banks and the monetary system, negotiable instruments, the relationship of the commercial bank to its depositors, types of bank accounts, the deposit function, the payments function, bank loans and investments, other banking services (trust, international, and safe deposit), bank accounting and marketing, external and internal controls, and the public service obligations of banks. (Var.) 3(3-0)

T-AIB 203 Bank Investments: Describes investment funds, the way the bank's needs for primary reserves and loanable funds limit the funds available for investments, and how their uses are determined. Analyzes primary and secondary reserve needs of commercial banks, sources of reserves: their random and cyclical fluctuations, and studies yield changes as they affect long-term holdings. (Var.) 3(3-0)

T-AIB 205 Bank Management: This course is based on new trends which have emerged in the philosophy and practice of management. It will provide new and experienced bankers with a working knowledge of bank management. It is not a course concerning personnel management, but rather business management. It touches on objectives, planning, structure, control, and the interrelationship of various bank departments. Since case study is becoming well established as an effective management learning technique, the text also uses illustrative cases. (Var.) 3(3-0)

T-AIB 207 Consumer Lending: This course is an overview of the consumer credit operation. It examines the role of consumer credit in overall banking operations. It offers an improved understanding of the consumer credit function within a bank. Includes: evaluating credit risks, consumer credit policy, the loan (from application through documentation and closing), servicing and collecting loans, consumer compliance and portfolio management. (Var.) 3(3-0)

T-AIB 210 Money and Banking: Stresses practical aspects of money and banking and basic monetary theory: economic stabilization, types of spending, the role of gold, limitations of central bank control, government fiscal policy, balance of payments, and foreign exchange. (Var.) 3(3-0)

T-AIB 219 Credit Procedures and Problems: The student will be able to describe and discuss principles and practices in the extension of credit, classes of credit, credit instruments, consumer credit and current collection methods and procedures, and federal, state and local credit regulations. (Var.) 3(3-0)

T-AIB 231 Savings and Time Deposit: This course reflects recognition of the fact that a knowledge of the historical development of saving institutions and an awareness of the basic economic function of the savings process are necessary to an understanding of the current operations and policies of these institutions. It begins with a review of the economics of the savings process in order to clarify important differences between financial savings by individuals or organizations and real savings that appear as capital formation. Different types of financial flow from income to capital investment are studied. Also covered are interest rates, types of savings accounts, and the management of savings institutions (asset management, operations and control, supervision, liquidity and marketing). (Var.) 3(3-0)

T-AIB 232 Agricultural Finance: Reflecting the rapid growth of the off-farm agribusiness sectors (the suppliers of farm inputs), this course emphasizes general principles associated with the evaluation of management and the use of capital, rather than stressing the examination of land and labor resources, which are more closely aligned with agricultural finance. It should help the banker in satisfying the credit needs of modern agriculture. (Var.) 3(3-0)

T-AIB 233 Analyzing Financial Statements: This course is designed to teach the basic skills of financial analysis of the prospective bank lender/credit analyst. Students should have a fundamental knowledge of financial accounting. The course topics include conceptual framework for analysis, basic analytical techniques and comprehensive case studies. (Var.) 3(3-0)

T-AIB 234 Law and Banking: This course provides an overview of the legal aspects of banking. It is designed to equip the student with a non-technical, clear understanding of all aspects of the legal system that affect banks. Includes the court system and civil procedures, consumer protection, negotiable instruments, partnerships, corporations, sales of personal property, bank deposits and collections, and legal aspects of bank transactions. (Var.) 3(3-0)

T-AIB 235 Loan and Discount: Includes promissory notes; guaranties; general collateral agreements; examining and processing documents accompanying notes secured by stocks, bonds, and savings account

passbooks; and the concept of attachment, perfection, priority, default, and foreclosure. (Var.) 3(3-0)

T-AIB 236 Home Mortgage Lending: A course to assist mortgage loan officers in developing sound mortgage portfolios. Includes a picture of the mortgage market; the acquisition of a mortgage portfolio; mortgage plans and procedures; mortgage loan processing and servicing; and the obligations of the mortgage loan officer in overall portfolio management. (Var.) 3(3-0)

T-AIB 239 Marketing/Selling Bank Services: This course provides instruction in basic marketing principles and their practical application to the banking industry. The course also describes the scope and advantages of all banking services and teaches how to recognize and meet customer needs by selling these services. Course topics include public relations and communications, consumer motivation and buying behavior, and marketing. (Var.) 3(3-0)

BIOLOGY

BIO 101 General Biology I: This course introduces basic biological principles — the nature of science, elementary chemistry, cell structure and function, energy transformation, and the anatomy and physiology of higher vertebrates including coverage of digestion, excretion, and circulation. (F, W, SS) 4(3-3)

BIO 102 General Biology II: This course is a continuation of the study of the anatomy and physiology of higher vertebrates including respiration, immunity and disease, locomotion, nervous mechanisms and behavior, sensory reception, hormones, and reproduction. Prerequisite: BIO 101 or permission of the instructor. (W, S, SS) 4(3-3)

BIO 103 General Biology III: This course is a continuation of the study of the anatomy and physiology of higher vertebrates including development, biochemical genetics, and heredity. Population genetics and evolution, introductory ecology and population study, and a survey of the major plant and animal phyla are also included. Prerequisites: BIO 101, 102 or permission of the instructor. (S, SS) 4(3-3)

BIO 120 Selected Topics in Biology: A course designed for students interested in current issues in biology. Topics to be covered will include energy problems, human population trends, pollution, social biology, marine resources, and other controversial issues. Independent literature research and discussion presentations will be required. Field trips will be used when appropriate. (Var.) 3(3-0)

BIO 205 Anatomy and Physiology I: This course is an integrated anatomical and physiological study of the human body including chemistry, cell structure, the skeletal system, the muscular system, the nervous system, and sense organs. Prerequisites: BIO 101, 102 or permission of the instructor. (F, SS) 4(3-3)

BIO 206 Anatomy and Physiology II: This course is a continuation of BIO 205 including the endocrine system, the cardiovascular system, the respiratory system, metabolism, the urinary system, the reproductive system, and the immune system. Prerequisites: BIO 101, 102, 205 or permission of the instructor. (W, SS) 4(3-3)

BIO 207 Microbiology: Focuses on microorganisms with an emphasis on morphology and physiological processes and their relationship to man and the environment. Laboratory exercises will introduce the student to the detection, identification, and destruction of pathogenic microorganisms. Prerequisites: BIO 103 or BIO 205, 206. (S) 4(3-3)

BIO 210 Principles of Ecology: Focuses on basic ecological principles. Content includes productivity, nutrient cycles, pollution, evironmental factors, species interaction, physiological ecology, population dynamics, community ecology, world biomes, paleoecology, and ecology and man. A week-end field trip is required. Prerequisites: BIO 103 or permission of the instructor. (Var.) 5(3-4)

BIO 220 Introduction to the Marine Environment: Focuses on the physical and biological components of the marine environment and their interrelationships. Productivity and major species of invertebrates and vertebrates are highlighted. One week-end field trip is required. (S, SS) 5(3-4)

BIO 1121 Human Anatomy and Physiology I: Focuses on the structure and function of the human skeletal, muscular, nervous, circulatory, and respiratory systems, and the interdependence of these various systems to total body functioning. Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it. (W) 4(3-2-0)

BIO 1122 Human Anatomy and Physiology II: This is part two of an integrated anatomy and physiology course of the human body. Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it. Prerequisite: BIO 1121. (S) 4(3-2-0)

BIO 1123 Introduction to Microbiology: Introduces the fundamental principles of micro-organisms, including identification, classification, morphology, culture methods and media, modes of transmission, sterilization and pathogenic organisms. Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it. (W) 4(3-2-0)

BIO 1510 Anatomy and Physiology: This course presents the study of the general plan of the human body and its ten systems. Topics included are: how the body controls its functions, stands erect, and moves; how digestion of food takes place; how the body removes waste products; and how the body provides for reproduction and survival. (F) 6(6-0-0)

BASIC LAW ENFORCEMENT

T-BLE 100 Basic Law Enforcement: The Basic Law Enforcement course consists of instruction in such topics as constitutional law, laws of arrest, search and seizure, mechanics and procedures of arrest, law enforcement communications and information systems, elements of criminal law, defensive tactics, juvenile laws, emergency medical services, firearms, patrol techniques, crime prevention techniques, crisis management, criminal investigations, ABC laws, motor vehicle law, traffic accident investigation, and law enforcement driver training. (Var.) 24(16-0-24)

BUSINESS

BUS 99 Business Skills Lab: This lab is designed to aid students who need practice or additional instruction in typing, office machines, and transcription. (F, W, S, SS) 0(0-3)

T-BUS 100 Stenoscript: This course presents an easy-to-learn phonetic shorthand written with the "abc's" rather than symbols. Accepted by the Civil Service and industry. Speed of 80 words a minute can be achieved in one quarter. This course will generally not transfer to a four-year institution. (Var.) 3(3-1)

BUS 101 Elementary Keyboarding/Typewriting: In Elementary Keyboarding/Typewriting, students learn to master the keyboard by using the typewriter or microcomputer. Basic techniques leading to speed and accuracy are stressed. Students will receive a brief introduction to different personal and business letter formats, manuscripts, and tabulation typing. (F,W,S,SS) 4(3-2)

BUS 102 Intermediate Keyboarding/Typewriting: Accuracy and speed are developed through correct typewriting/microcomputer techniques. Emphasizes practical applications with business forms, business letters, manuscripts, tabulations, and centering. Prerequisites: BUS 101 or demonstration of proficiency. (F, W, S, SS) 3(2-3)

BUS 103 Advanced Keyboarding/Typewriting: This course further develops production speed and accuracy by using typewriter and microcomputer. This level of advanced keyboarding/formatting skill allows students to develop information processing skills in a variety of offices. Prerequisites: BUS 102. (F,W,S,SS) 3(2-3)

BUS 106 Introduction to Business: A comprehensive introductory analysis of the modern business field, which includes organization, methods of operation, forms of ownership, business functions, and problems of management. (F, S, SS) 5(5-0)

BUS 107 Business Mathematics: This course introduces the application of standard principles of mathematics to business situations. Includes: markup, trade and cash discount, interest, depreciation, installment credit, negotiable instruments, payrolls, insurance, commissions, graphs, and statistics. Prerequisite: A minimum math placement test score of 17. (F, W, S, SS) 5(5-0)

BUS 108 Personal Finance: Covers personal and family finance, installment buying, insurance, home buying, income taxes, the stock market, and other investment media. (W, S) 5(5-0)

T-BUS 109 Inter-Personal Relations: The course is designed to help individuals become more aware of themselves, their potential, and how to react in many situations. Emphasis is placed on personality; speech; grooming; and physical, mental, and social improvement pertaining to business and daily relations with others. (F, W, S) 3(3-1)

BUS 110 Filing: Covers fundamentals of indexing and filing and combines theory and practice by the use of miniature letters, filing boxes, and guides. Students will also become familiar with modern filing equipment. (F) 3(3-0)

BUS 111 Elementary Shorthand: Emphasis is placed on the mastery of word-building principles of the Gregg system, with intensive drill on brief forms and correct writing and reading techniques. (W) 5(5-0)

BUS 112 Intermediate Shorthand: This course is designed to perfect the knowledge of theory, to widen vocabulary range, to develop phrasing skill, and to achieve a speed of 60 to 80 words a minute on new material. Prerequisite: BUS 111 or demonstration of proficiency. (S) 4(3-2)

BUS 113 Advanced Shorthand: The focus is on dictation at increasingly higher speeds with goals of 80 to 100 words a minute on new material. Includes transcription practice. Prerequisite: BUS 112. (F) 4(3-2)

BUS 115 Business Law I: A general course designed to acquaint the student with certain fundamentals and principles of business law, including contracts, sales, and bailments. (F, W) 3(3-0)

BUS 116 Business Law II: Includes the study of laws pertaining to commercial paper, risk-bearing, partnership/corporation, agency, and property rights. (W, S) 3(3-0)

T-BUS 124 Payroll Accounting: A study of all payroll operations, the preparation of payroll registers, the recording of accounting entries involving payroll, and the preparation of payroll tax returns that are required of businesses. (W,S) 3(3-0)

T-BUS 161 Principles of Sales: A course designed to acquaint students with fundamental techniques that bring success in selling ideas, products, and services. (Var.) 3(3-0)

BUS 203 Principles of Accounting I: Includes a study of beginning accounting principles, the accounting cycle, and how to record transactions using journals and ledgers. Students also learn to prepare the three basic accounting statements and a worksheet. Prerequisite: None (BUS 107 encouraged). (F) 4(3-3)

BUS 204 Principles of Accounting II: Includes a study of receivables and payables, deferrals and accruals, depreciation, payrolls, and systems and controls. Students also learn to compute inventory costs and how to record these costs on income statements and balance sheets. Prerequisite: BUS 203. (W) 4(3-3)

BUS 205 Principles of Accounting III: This course covers some of the more advanced concepts and principles of accounting. Students learn more about accounting for partnerships and corporations. It also deals with long-term liabilities and investments. It should be taken by all students who plan to transfer to a four-year institution with a major in business. Prerequisite: BUS 204. (S) 4(3-3)

BUS 208 Intermediate Accounting I: This course covers financial accounting theory and practice underlying the accounting process. Topics emphasized include asset and liability accounts, the related income measurement, valuation, and reporting problems associated with these accounts. Prerequisites; BUS 203, 204, 205. (Var.) 4(3-2)

BUS 209 Business Communications: Covers the principles of modern business communications through the development of dynamic English grammar, with analysis and composition of the various types of effective business letters and reports. (W) 3(3-0)

T-BUS 210 Office Machines: This course is designed to develop student's skill in operating print or display electronic calculators while at the same time allowing the student to acquire competency in performing basic calculations of business mathematics. (F,W,S,SS) 2(1-2)

BUS 211 Marketing: Introduces the principles, functions, and methods of marketing products from producer to consumer. Other topics are consumer behavior, marketing consumer goods, and the ways middleman activities affect the manufacturer's sales strategy. (F) 5(5-0)

T-BUS 212 Bookkeeping: Introduces principles, techniques, and tools of accounting for understanding the mechanics of accounting. Includes collecting, summarizing, analyzing, and reporting information about service and mercantile enterprises. Emphasizes practical application of the principles learned. Prerequisite: None (BUS 107 encouraged). (S) 4(3-2)

BUS 213 Typewriting for Speed: Emphasis is placed on accuracy and speed development through correct typing techniques. (S) 3(3-1)

BUS 214 Office Procedures: Secretarial procedures and administration provides the capstone for the college-trained secretary preparing to meet the increasingly exacting requirements of a secretarial position. Basic typing and transcription abilities are assumed; operational functions affected by changes in technology are presented. (S) 4(3-2)

BUS 215 Medical Terminology and Vocabulary I: Provides a foundation for the study of medical terms by teaching students to divide words into component parts, to recognize basic combining forms, suffixes and prefixes, and to know their meaning. (W) 3(3-0)

BUS 216 Medical Terminology and Vocabulary II: A study of how the medical language is used in context with terms that apply to the body as a whole, where organs are located, and how they function. It explores the terminology of each of the human body systems. (S) 3(3-0)

BUS 219 Real Estate Finance: Presents a study of real estate finance including an analysis of financial techniques and instruments necessary in real estate financing. Topics include the structure of the mortgage market, the sources of funds, types of mortgages, role of government agencies, interest rates, loan origination and servicing, and competition in the money market. (Var.) 5(5-0)

T-BUS 221 Transcription I: Reviews English grammar, punctuation, and spelling. Includes intensive practice in machine transcription. Emphasis is placed on typing mailable/acceptable copies of business letters, manuscripts, and medical, legal, and government documents using transcribing machines. Prerequisites: BUS 103; ENG 113 and 114 or ENG 101. (F) 4(3-2)

T-BUS 222 Transcription II: Designed for advanced shorthand students, this course teaches the student to combine skills already acquired in shorthand and typewriting with a knowledge of the mechanics of English in order to produce mailable letters — letters that are accurately transcribed, attractively placed on the page, and free from errors in punctuation, spelling, and grammar. Shorthand speed of 80 words a minute for three minutes is the minimum requirement. Prerequisite: BUS 113. (W) 4(3-2)

T-BUS 223 Transcription III: This course is a continuation of Transcription II. Shorthand speed of 90 words per minute for three minutes is the minimum requirement. Prerequisite: T-BUS 222. (S) 4(3-2)

T-BUS 229 Taxes: Designed to give students an understanding of federal and state income taxes, this course covers income tax withholding, forms to use, special tax situations, and the basic individual income tax returns. (S) 4(3-2)

T-BUS 230 Federal Income Taxes for Individuals: Introduces the student to the federal tax law and to recommended procedures for preparing individual income tax returns. Students who complete this course should be more proficient in preparing federal income tax returns. (W) 1(1-1)

BUS 233 Intermediate Accounting II: This course is a continuation of BUS 208 with an emphasis on inventories, receivables, and long-term investments. Prerequisite: BUS 208. (Var.) 4(3-2)

T-BUS 235 Business Management: Introduces principles of business management, including an overview of the major functions of management, such as planning, staffing, controlling, directing, and financing. Clarifies the decision-making function versus the operating function. The role of management in business is studied. (S) 3(3-0)

T-BUS 243 Advertising: Covers the role of advertising in a free economy and its place in mass communications media. Includes the study of product and market research, advertising appeals, selection of media, and the means of testing advertising's effectiveness. Theory and practice of writing advertising copy for various media is emphasized. (S) 3(3-0)

T-BUS 247 Business Insurance: Presents the basic principles of risk insurance and their application and surveys the various types of insurance. (Var.) 3(3-0)

T-BUS 271 Office Management: Presents the fundamental principles of office management. Emphasis is on the role of office management, including its functions, office automation, planning, controlling, organizing, and actuating office problems. (S) 3(3-0)

T-BUS 272 Principles of Supervision: Introduces the basic responsibilities and duties of supervisors and their relationship to superiors, subordinates, and associates. Emphasis is on securing an effective work force and the role of the supervisor. Methods of supervision are stressed. (S) 3(3-0)

BUS 1103 Small Business Operations: This course covers basic business problems, equipment and office layout, business forms and records, purchasing and inventory, and basic business law. (SS) 2(2-0-0)

CARPENTRY

CAR 1101 Carpentry I: This course is designed to teach the student proper techniques of building houses and small commercial buildings using wood. It includes the study of different types of framing methods, familiarization with the various types of wooden materials used by carpenters, proper uses and care of hand and power tools, building layout and correct fastening procedures, building code specifications and their applications, installation of doors and windows, and proper application of siding and roofing. Safety is stressed at all times. (W) 7(3-0-12)

CAR 1102 Carpentry II: This course is designed to teach the students the various aspects of finished carpentry. This includes the construction of cabinets, built-in desks and bookcases, window frames, stairs and trim. Materials and finishes will also be studied. (S) 10(5-0-15)

CAR 1124 Residential and Commercial Construction: This advanced course is supplemented by classroom and outside study of buildings in progress. Topics may include elementary job management, terrain and soils for foundation, excavating and piling, interior and exterior masonry walls, needed carpentry work, estimating proportions for concrete and mixes for specified strengths. A building erected or partly erected by the students for campus use or co-op work with a contractor during the summer will provide actual work experiences. Prerequisites: CAR 1101, CAR 1102, DFT 101, DFT 207, DFT 1145, MAS 1101, and PLU 1115. (SS) 8(2-0-18)

CHEMISTRY

D-CHM 100 Basic Chemistry: Basic chemistry is a nontransferable chemistry course covering the fundamentals of chemical bonding, solution chemistry, kinetic molecular theory, and nuclear radiation. (SS) 3(3-0)

CHM 101 General Chemistry I: This course introduces the basic principles and theories governing the relationships between the different states of matter, atomic theory, chemical bonding, and the periodic law. Laboratory includes an introduction to qualitative analysis. (F) 4(3-3)

CHM 102 General Chemistry II: This course is a continuation of CHM 101. Additional topics are solution chemistry, gas laws, introduction to thermodynamics, changes of state, and chemical equilibrium. Prerequisite: CHM 101. (W) 4(3-3)

CHM 103 General Chemistry III: Continues the study of chemical equilibria. Additional topics to be covered are quantitative study of acid-based equilibrium

and solubility and an introduction to electrochemistry and organic chemistry. Prerequisite: CHM 102.
(S) 4(3-3)

COOPERATIVE EDUCATION

Parallel Plan

T-COE 150,151,152,153,154,155,156,157 Cooperative Education I, II,III,IV,V,VI,VI,VII: Cooperative Education (Co-op) is open to all students on a voluntary basis to acquire hands-on work experience while completing their degrees. Students are placed on cooperative job assignments that relate to their programs of study. The actual on-the-job work experience provides students the opportunity to determine their interest in and suitability for the occupation for which they are studying. The program stresses part-time work in a job related to the student's degree program with a college approved employer. Prerequisites: 6 quarter hours; 2.0 GPA; permission of Cooperative Education Director. (F, W, S, SS) 1 or 2(0-10 or 20)

T-COE 200 Career Planning and Job Search Skills: A course designed to teach students how to assess their skills and interests in order to effectively make a career choice. Emphasis will be placed on developing job seeking skills including developing job leads, resume planning and interviewing. Prerequisite: Must be planning to graduate during current school year or special permission of instructor. (S, SS) 1(1-0)

T-COE 201 Cooperative Education: The Alternating Plan emphasizes full-time work experience in a job related to the student's degree program with a college approved employer. Students on a voluntary basis will be allowed to participate in co-op under this plan for one quarter only. Summer session between a student's freshman and sophomore year is preferred for enrollment. Prerequisites: Student must have 12 quarter hours credit; 2.0 GPA; permission of Cooperative Education Director. (SS) 2(0-20)

COSMETOLOGY

COS 1001 Scientific Study I: This is a course for beginners in cosmetology, which includes a study of professional ethics, grooming, personality development, sterilization, sanitation, first aid and bacteriology, cosmetology law, anatomy, chemistry, nails, nail disorders, manicuring, hair, scalp, skin, and disorders pertaining to the hair, scalp, and skin. Minimum clock hours — 50. (F, W, S, SS) 5(5-0-0)

COS 1002 Scientific Study II: This course includes the study of skin, scalp, hair, nails, and their disorders; salesmanship; permanent waving; marcelling; relaxing; hairdressing; wigs; and hair coloring. Minimum clock hours — 50. (F, W, S, SS) 5(5-0-0)

COS 1003 Scientific Study III: This course includes the study of anatomy, manicuring, chemistry, cosmetics-facials, hair styling, theory of massage, scalp treatments, superfluous hair removal, grooming, and hygiene. Minimum clock hours — 50.
(F, W, S, SS) 5(5-0-0)

COS 1004 Scientific Study IV: This course includes the study of chemistry, sanitation, sterilization, hair coloring, lash and brow tinting, artistry in hair styling, beauty salon salesmanship and management, electricity, cold waving, and hair shaping. Minimum clock hours — 50. (F, W, S, SS) 5(5-0-0)

COS 1005 Scientific Study V: This course includes the study of hair chemistry, product chemistry, bone structure of head and face, reading style blueprints, salesmanship and management, personality development, and images. Minimum clock hours —50.
(F, W, S, SS) 5(5-0-0)

COS 1011 Mannequin Practice: This course includes the study of finger waving, pin curling, rollers, marcelling, hair relaxing, shampooing and rinses, scalp treatment, hair cutting, permanent waving, hairdressing and combing, hair tinting, bleaching, frosting, streaking, wig care, and styling. Minimum clock hours — 240.
(F, W, S, SS) 8(0-0-24)

COS 1022 Clinical Application I: This course involves live model performance. It is designed to develop skills and understanding of techniques and applications in the areas of bacteriology, pin curling, finger waving, rollers, permanent waving, marcelling, chemical relaxing, hairdressing and wigs, manicuring and pedicuring, skin and scalp disorders, hair coloring, and hair cutting. Minimum clock hours — 240.
(F, W, S, SS) 8(0-0-24)

COS 1033 Clinical Application II: Provides continued laboratory practice and application of techniques of hair shaping, professional ethics, manicuring, chemistry, cosmetics-facials, hair styling, hair coloring (rinses, etc), and scalp treatments. Minimum clock hours — 240.
(F, W, S, SS) 8(0-0-24)

COS 1044 Clinical Application III: Provides laboratory practices in chemistry, sanitation, sterilization, hair coloring, lash and brow tinting, artistry in hair styling, cold waving, and hair shaping. Minimum clock hours — 240. (F, W, S, SS) 8(0-0-24)

COS 1055 Clinical Practice IV: Cosmetology services will be performed in a simulated salon experience as this course replaces apprenticeship in a salon. This course consists of appointment-booking to utilize time, practice in new trends and "quick service" styles, custom-permanent waving, adapting hairstyles to fea-

tures and lifestyles, blending haircolor and make-up to skin tones. Minimum clock hours — 240.
(F, W, S, SS) 8(0-0-24)

DESIGN

T-DES 101 Tools, Materials and Processes I: Introduces design principles which affect the drafter-designer, characteristics of materials and their application to specified design requirements, and problem solving methods as applied to the design process. (F) 3(3-0)

T-DES 102 Tools, Materials and Procedures II: Emphasizes hands-on experience in solving design problems through laboratory experiences. The course also will explore application of methods and procedures used to produce a product. (W) 4(3-2)

T-DES 103 Strength of Materials: The focus of this course is on the study of characteristics of various materials used by industry and structural members subjected to different types of loads. (S) 3(3-0)

T-DES 201 Machine Shop Technology: Laboratory experiences involve the use of various types of machine shop equipment of a more advanced nature than experienced in T-DES 102. Experience to be gained through individual or group production projects.
(W) 3(0-6)

DRAFTING

DFT 99 Drafting Skills Lab: This lab is designed to aid students who need additional practice and instruction in developing drafting skills.
(F, W, S, SS) 0(0-3)

DFT 101 Engineering Drawing I: Introduces basic engineering drawing techniques and principles including, but not limited to, use and care of instruments, lettering, applied geometry, and basic orthographic projection. (F, W, S) 5(4-2)

DFT 102 Engineering Drawing II: Continues study of orthographic projection, first and second auxiliary views, sections and conventions.
(F, W, S) 5(4-2)

DFT 103 Engineering Drawing III: A continuation of DFT 102, but includes dimensioning principles and practices, screw threads, fasteners and springs.
(F, W, S) 5(4-2)

T-DFT 104 Electronic Drafting: The application and principles in the use of symbols and conventions in the making of schematics, block diagrams, and other graphic methods of representing electronic engineering problems are explored. Prerequisite: DFT 101.
(W) 2(1-2)

DFT 105 History of Architecture I: Focuses on the development of architectural forms from early civilization to present time. (S) 3(3-0)

DFT 106 History of Architecture II: A continuation of DFT 105; however, American architecture and the contemporary architecture of Europe and the Americas are emphasized. Prerequisite: DFT 105.
(SS) 2(2-0)

T-DFT 201 Advanced Engineering Graphics I: Advanced technical study of engineering graphics which includes fundamental drawing of gears, cams, and simple levers. Prerequisite: DFT 103. (F, W, S) 5(4-2)

T-DFT 202 Advanced Engineering Graphics II: A continuation of DFT 201, but includes welding symbols as applied to engineering drawings, piping drawing, and intermittent drives. (F, W, S) 5(4-2)

T-DFT 203 Advanced Engineering Graphics III: Development and intersections are applied to solids and sheet metal drawings. Includes basic mapping practice with some field experience. (F, W, S) 5(4-2)

T-DFT 204 Technical Illustrations: A study of techniques and procedures used by the technical illustrator. Pictorial methods used include isometric, oblique, dimetric, trimetric, and perspective drawing. Skills in the use of these methods will be developed through selected problems. (SS) 5(4-2)

DFT 205 Descriptive Geometry I: Introduces graphic analysis of space problems involving points, lines, and planes either separately or in combined forms. Explores pattern development of geometric forms with emphasis toward construction and industrial application. Prerequisite: DFT 102. (W) 5(4-2)

T-DFT 206 Design Drafting: Introduces basic motion transfer as related to power trains, including pulleys, chain drives, rachet pawls, gears and cams, levers, and design problem solving. Prerequisite: DFT 103.
(S) 5(4-2)

DFT 207 Architectural Drawing I: Introduces basic architectural drawing principles and practices. Includes, but is not limited to, basic design requirement for residential dwellings, energy conservation solar applications, a study of basic light construction principles. Floor plan of a residence will be required. Prerequisites: DFT 101. (SS) 5(4-2)

DFT 208 Architectural Drawing II: A continuation of DFT 207, but includes studies and drawings of floor framing, wall and roof sections, foundations, elevations, details, specifications, and presentation drawing. Prerequisite: DFT 207. (SS) 5(4-2)

DFT 209 Individually Supervised Study, Drafting: This course offers research and study in a specialized area of engineering graphics as related to the

students' vocational interests. Prerequisite: Instructor's consent. (Var.) 3(0-6)

T-DFT 210 Printed Circuit Board Layout & Design: An electronic drafting course that focuses on the development of printed circuit boards from schematic drawings. Skills in transferring circuit design and etching will be gained through selected laboratory problems. (SS) 4(3-3)

T-DFT 214 Jigs and Fixtures: Introduces principles and practice of jig and fixture design and problem and design analysis as related to jigs and fixtures construction. Prerequisite: DFT 102. (S,F) 5(4-2)

DFT 216 Descriptive Geometry II: A continuation of the graphic solution of problems, but includes more involved and advanced applications of descriptive geometry. (W) 5(4-2)

DFT 1000 Blueprint Reading I: Introduces basic principles of blueprint reading, lines, views, dimensioning procedures, and notes. (F) 4(4-0-0)

DFT 1010-1020 Blueprint Reading II, III: This course is a continuation of DFT 1000. Emphasizes machine shop blueprint reading, section views, auxiliary views, and development. (W,S) 3(3-0-0)

DFT 1030 Blueprint Reading IV: This course is a continuation of DFT 1000, 1010 and 1020. Includes basic principles of machine drawings. (SS) 2(2-0-0)

DFT 1102 Construction Drawing I: Introduces basic drafting, blueprint reading and sketching used by carpenters. It introduces the carpenter to symbols, structural drawings and methods to make clear understandable sketches of various structural components used in the light construction trade. (F) 4(3-3-0)

DFT 1103 Construction Drawing II: As a follow up course to Construction Drawing I, this course will cover not only floor plans, elevation drawings, and architectural symbols but will include construction schedules and drawings related to windows, doors, stairs, cabinets and utility systems in residential structures. Prerequisite: DFT 1102. (W) 4(3-3-0)

DFT 1104 Blueprint Reading: Mechanical: This course involves interpretation and reading of blueprints. Includes information on the basic principles of the blueprint: lines, views, dimensioning procedures, and notes. (Var.) 1(0-0-3)

DFT 1116 Blueprint Reading: Air Conditioning: This is a specialized course in drafting for the heating, air conditioning, and refrigeration student. Emphasis will be placed on reading of blueprints that are common to the trade: blueprints of mechanical components, assembly drawings, wiring diagrams and schematics, floor plans, heating system plans including duct and equipment layout plans, and shop sketches. The student will make tracings of floor plans and layout air conditioning systems. (Var.) 2(1-0-3)

DFT 1135 Blueprint Reading: Electrical I: This course provides a basic knowledge necessary to read and understand electrical blueprints and schematic drawings. It teaches the student the use of symbols, how to sketch basic electrical plans and circuits, and how to plan and estimate requirements from blueprints. (Var.) 2(2-0-0)

DFT 1136 Blueprint Reading: Electrical II: This course is a continuation of DFT 1135. It teaches the student to read, draw and understand electrical blueprints and schematic drawings. It also teaches the student the use of symbols, how to draw basic electrical plans and circuits, and how to plan and estimate requirements from blueprints. Prerequisite: DFT 1135. (W) 2(2-0-0)

DFT 1145 Specifications and Contracts: The purpose of and the writing of specifications will be studied, along with their legal and practical applications to working drawings. Contract documents will be analyzed and studied for the purpose of client-architect-contractor responsibilities, duties, and mutual protection. (S) 3(3-0-0)

DFT 1417 Blueprint Reading: Welding: Trade drawings in which welding procedures are indicated will be studied. Emphasizes interpretation, use, and application of welding symbols, abbreviations, and specifications. (Var.) 1(0-0-3)

DFT 1418 Pattern Development and Sketching: Continues the study of welding symbols; methods used in layout of sheet steel; sketching of projects, jigs, and holding devices involved in welding. Special emphasis is placed on developing pipe and angle layouts by the use of patterns and templates. (Var.) 1(0-0-3)

DRAMA

DRA 117 Technical Theatre I: Stage architecture, scene construction, and rigging are studied. Techniques of the past and present are emphasized. (F) 3(2-2)

DRA 118 Technical Theatre II: Stage makeup and costuming, lighting and sound effects, and the construction of properties are studied. Styles of the past and present are emphasized. (W) 3(2-2)

DRA 119 Technical Theatre III: Scene design, emphasizing color and form as applied to scenery of the past as well as to the various types and styles of dramatic literature, is studied. (S) 3(2-2)

DRA 121 History of The Theatre I: Surveys the history of the great period of theatre from the Greek Classical through the Medieval. Emphasizes types and styles of drama, dramatic literature, acting, and directing. (F) 3(3-0)

DRA 122 History of The Theatre II: Surveys the history of the great periods of theatre from the Elizabethan through the French Neo-classical. Emphasizes types and styles of drama, dramatic literature, acting, and directing. (W) 3(3-0)

DRA 123 History of The Theatre III: Surveys the history of the great periods of theatre from the Restoration Period to the Contemporary. Emphasizes types and styles of drama, dramatic literature, acting, and directing. (S) 3(3-0)

DRA 124 Play Production: Explores the functions of the director, actor, and designer in the production of a play. Students are expected to participate in the production of a play each quarter, by playing roles, assisting the director, or serving as members of construction, sound, property, lighting, stage or house management, publicity, costume, and/or makeup staffs. (Var.) 3(2-2)

DRA 130 Acting I: This course emphasizes removing restrictions, both inner and outer, which suppress spontaneity as an approach to acting and a catalyst for self-discovery. Prerequisite: Permission of the instructor. (Var.) 3(3-0)

DRA 131 Acting II: Emphasizes practice in developing the ability to control the voice and body as instruments of expression through improvisations, pantomime, vocal exercises, acting, rehearsal techniques, characterization, phrasing, tempo and climax, action and reaction. Selected scenes will be presented and analyzed during the term. (Var.) 3(3-0)

ECONOMICS

ECO 201 Principles of Economics I: Surveys the private enterprise system, particularly the roles of the consumer, business, and government; the flow of economic activity; measures of economic activity — GNP, national income, employment; and the nature and function of money in the system. (F, W, S) 3(3-0)

ECO 202 Principles of Economics II: Evaluates government activity in the economic system — public spending, taxation, and government revenue; economic growth and problems; and environmental economics. Studies the place of the consumer and the individual factors of production in the economic system; demand-supply, price, competition, non-price competition, and government regulation. Prerequisite: ECO 201 or permission of the instructor. (F, W, S) 3(3-0)

ECO 203 Principles of Economics III: The forces determining the composition of income distribution, domestic economic problems, comparative economic systems, and international trade and payments are studied. Prerequisites: ECO 201, 202 or permission of instructor. (F, W, S) 3(3-0)

ELECTRONIC DATA PROCESSING

EDP 95 Special Projects: This course is designed to give students extra assistance in their programs of study. Students work with computers in developing assigned programs for a more indepth understanding of computer programming. (F, W, S, SS) 1*(0-3)

EDP 99 EDP Skills Lab: This lab is designed to aid students who need additional practice and instruction in developing computer programming skills. (Var.) 0(0-3)

EDP 101 Computer Fundamentals: An introductory course in data processing, which covers limitations of the computer, history of computer development, input and output devices, central processing units, auxiliary storage, and programming language overview. (F, W, S, SS) 3(3-0)

EDP 109 BASIC I: A beginning BASIC programming course, which includes such topics as system operation, use of BASIC terms in programming, debugging and techniques of program writing. The laboratory work provides problem application for lecture sessions. Prerequisite: EDP 101. (W, SS) 4(3-3)

EDP 110 BASIC II: An advanced study of BASIC programming that includes creation and access of sequential and direct access files. A program project will be required in the laboratory work. Prerequisite: EDP 109. (S, SS) 4(3-3)

EDP 113 Logic Design and Flow Charts: A fundamental course in computer logic in which the student analyzes problems using computer logic. The logic of the computer program is formulated in standard flowcharting forms for use in future programs. Prerequisite: EDP 101. (W, SS) 3(3-0)

EDP 135 Software Applications: Focuses on computer software application. Emphasizes practical experience with the use of software as opposed to theoretical applications. (Var.) 4(3-3)

EDP 204 Electronic Word Processing: This course introduces word processing using commercially available software packages. Laboratory exercises are incorporated in working lecture sessions. The student will be taught letter, form, and report manipulation. Prerequisite: BUS 101. (S,SS) 3(3-0)

EDP 205 Computerized Accounting: This course introduces students to computerized accounting principles. It covers five major accounting systems commonly found in computerized accounting environments. These five systems are general ledger, depreciation, accounts receivable, accounts payable, and payroll. Prerequisite: BUS 203 and BUS 204. (Var.) 3(3-0)

* Denotes preparatory credit (non-transferable).

EDP 207 COBOL I: A fundamental COBOL programming course, in which COBOL language structure, statements, and programming methods and techniques are studied. The student develops program logic and writes programs to create and access sequential data files. Laboratory work will cover program entry, compiling, and execution. Prerequisite: EDP 101.
(F, W, SS) 4(3-3)

EDP 208 COBOL II: A continuation of the study of COBOL, but includes more complex COBOL instructions and techniques. Laboratory exercises involve development of index and relative data files. Prerequisite: EDP 207. (W, SS) 4(3-3)

EDP 209 COBOL III: An advanced study of complex COBOL programming that includes file maintenance, matrix and table handling. This course is intended primarily for data processing majors. Laboratory work requires completion of assigned programming project. Prerequisite: EDP 208. (S, SS) 4(3-3)

EDP 212 Pascal I: Introduces the student to the syntax of the Pascal language through the study of general language command formats and practical examples. Proper program design techniques will be studied, including currently accepted methods for program analysis, program documentation, logic design, coding in the Pascal language, and testing and debugging of programs. (SS) 4(3-3)

EDP 213 Pascal II: This course expands on the concepts encountered in Pascal I. Advanced concepts of Pascal language will be introduced and implemented using structured program design techniques.
(Var.) 4(3-3)

EDP 219 System Analysis: This course covers the position of system analysis and the relationship of the data processing department with other business departments and management information systems. Prerequisite: EDP 101. (S, SS) 3(3-0)

EDP 220 Computer Programming Project: The student will be required to develop a project which simulates a problem in business requiring a program solution. The student may select BASIC, COBOL, or Pascal for programming. The course places the responsibility upon the student to solve the problem with minimum assistance from the instructor. Prerequisite: EDP 208. (S,SS) 4(3-3)

EDUCATION

EDU 201 Introduction to Education: This course is designed to acquaint the prospective teacher with the four major aspects of education: the teaching profession, the school system, the teacher, and the pupil.
(Var.) 3(3-0)

ELECTRICAL INSTALLATION & MAINTENANCE

ELC 1102 Applied Electricity: Introduces the student to the use and care of test instruments and equipment used in servicing electrical apparatus for air conditioning and refrigeration installations. Emphasizes electrical principles and procedures for troubleshooting of the various electrical devices used in air conditioning, heating, and refrigeration equipment, including transformers, various types of motors and starting devices, switches, electrical heating devices, and wiring.
(Var.) 3(2-0-3)

ELC 1123 Electrical Installation: This course is designed to teach the students the fundamentals of electrical wiring in houses and small commercial buildings. This includes the reading of electrical blueprints, sizing of conductors, proper wiring procedures, and installation of electrial components. The National Electrical Code will be incorporated into the instruction. Safety will be stressed at all times. (W) 2(1-0-3)

ELC 1510 Fundamentals of Electrical Installations I: Introduces the electron theory and magnetism; the relationship between voltage, current, and resistance; electrical terms and symbols; basic electrical circuits: series, parallel, and combination; types of electrical measuring devices and how to apply them in electrical circuits; electrical systems for lighting and power (wye and delta); principles of measurement and a study of electricity. Subjects such as electron theory, magnetism, electromagnetism and its application, and elements of circuits and their effect on current will be considered. Safety is stressed in all aspects of electricity.
(Var.) 10(5-0-15)

ELC 1520 Fundamentals of Electrical Installation II: Explores the applications of the concepts of electrical installation for simple domestic buildings and basic commercial application. Prerequisites: ELC 1510.
(Var.) 4(2-0-6)

ELC 1522 Residential Installation: Provides instruction and application in the installation of electrical requirements in residential dwellings, regulations governing the wiring as listed in the National Electrical Code and in the specifications, load calculations for family-type dwellings, installation of service equipment and branch circuits in actual building mock-ups.
(Var.) 8(5-0-9)

ELC 1530 Fundamentals of Electrical Installation III: Expands the application of the concepts of electrical installation for more complicated domestic buildings and commercial application. Prerequisites: ELC 1520. (Var.) 7(5-0-6)

ELC 1532 Commercial Installation: Provides instruction and application in the installation of electrical service equipment and branch circuits in commercial type buildings, requirements for electrical service as set forth by the National Electrical Code, load calculations, and actual wiring of commercial type installation in buildings. (Var.) 9(5-0-12)

ELC 1540 Marine and Industrial Installations: Provides instruction and application in installations of electrical service in vessels and industrial type buildings, installation of three phase power circuits, and National Electrical Code requirements. (Var.) 6(3-0-9)

ELC 1542 Electric Motors and Control: Provides instruction and application in the installation of electrical motors, generators, and control devices; manual, automatic, and remote control stations; relays; dual motor operations; maintenance and trouble shooting; repair of controllers and control devices; types of electrical motors; single phase and three phase; and maintenance and repair of electrical motors. (Var.) 8(5-0-9)

ELECTRONICS

ELN 99 Electronics Skills Lab: This lab is designed to aid students who need additional practice and instruction in developing electronic skills. (Var.) 0(0-3)

T-ELN 101 D.C. Circuits: During the study of direct-current circuits, the student will acquire an understanding of current and voltage characteristics in series circuits, parallel circuits, and series-parallel circuit configurations. Also a study for resistance, maximum power transfer, and network analysis using Thevenin's and Norton's theorems. (F) 8(6-4)

T-ELN 102 A.C. Circuits: Provides the student an opportunity to acquire an understanding of the voltage and current characteristics in series circuits, parallel circuits and series-parallel circuit configurations consisting of combinations of resistance, capacitance, and inductance. (W) 8(6-4)

T-ELN 113 Electronics I: Introduces A.C. theory, semiconductor theory and devices. Prerequisite: T-ELN 102. (S) 7(5-4)

T-ELN 114 Electronics II: Expands on the concepts of semiconductor theory and presents amplifier theory and design. Prerequisite: T-ELN 113. (SS) 5(3-4)

T-ELN 116 Peripheral Equipment Servicing: Provides instruction and application in the operation and the servicing of peripheral equipment supporting a computer operation. This includes disk drives, printers, plotters, digitizers, and other equipment. The course outline includes initial set-up testing, mechanical and electronic adjustments, alignment of components, and unit troubleshooting. (SS) 5(3-4)

T-ELN 207 Individually Supervised Study, Electronics: Designed to foster independent study, research, and investigation in electronics. The student will make a preliminary presentation of a problem, conduct an investigation, and make a final report including a statement of the problem and methods of investigation, along with conclusions and suggestions for further study. Prerequisite: Instructor's consent. (Var.) 3(0-6)

T-ELN 211 Electronics III: Provides instruction in theory and application of operational amplifiers and thyristors and other control devices. Prerequisite: T-ELN 114. (F) 5(3-4)

T-ELN 212 Digital Electronics I: Introduces digital electronics, Boolean algebra, logic families, combinational and sequential logics. Prerequisite: T-ELN 113. (F) 5(3-4)

T-ELN 213 Digital Electronics II: Explores concepts and features of memory systems, microprocessor structure, programming, and hardware. Prerequisite: T-ELN 212. (W) 5(3-4)

T-ELN 214 Digital Electronics III: Provides instruction in analysis, interface, and applications of microprocessor-based controllers and microcomputer systems. Prerequisite: T-ELN 213. (S) 5(3-4)

T-ELN 215 Electronics Troubleshooting I: Provides instruction in AM, FM, television theory; basic troubleshooting techniques. Prerequisite: T-ELN 211. (W) 6(4-4)

T-ELN 216 Electronic Troubleshooting II: Explores equipment concepts, advanced analysis, diagnosis, and repair techniques. Prerequisite: T-ELN 215. (S) 6(4-4)

T-ELN 221 Microcomputer Servicing: Provides instruction in the application of basic troubleshooting techniques, test equipment and test procedures to microcomputers and their peripherals. Prerequisite: T-ELN 212. (W) 5(3-4)

T-ELN 222 Advanced Microcomputer Interfacing: Provides instruction in microcomputer interface techniques, trouble-shooting, and peripheral theory. Prerequisite: T-ELN 213. (S) 5(3-4)

T-ELN 223 Microprocessor Programming: Introduces fundamentals of machine and assembly language with emphasis on diagnostic and interface driver programs. Prerequisite: T-ELN 213 and EDP 110. (S) 5(3-4)

ELN 1111 Direct and Alternating Current: Provides instruction in the structure of matter and the electron theory; the relationship between voltage, current, and resistance in series; parallel and series-parallel circuits; analysis of direct current circuits by Ohm's law and Kirchhoff's law: sources of direct current potentials; fundamental concepts of alternating current flow; re-

actance, impedance, phase angle, power, and resonance. (F) 10(5-0-17)

ELN 1112 Vacuum Tubes and Solid State Devices: Introduces vacuum tubes and their development: the theory, characteristics, and operation of vacuum diodes; semiconductor diodes; rectifier circuits; filter circuits; triodes; simple voltage amplifier circuits; transistor theory; operation, characteristics, and their application to audio and radio frequency amplifier and oscillator circuits; troubleshooting and repair of solid state devices. Prerequisite: ELN 1111. (W) 14(10-0-14)

ELN 1113 Television Theory and Circuits: This is a beginning theory course which introduces the study of the following: Brightness control and DC re-insertion circuits, video detector stages, automatic gain control circuits, deflection oscillator and amplifier stages, automatic frequency control circuits, picture IF amplifier stages, and RF tuner units. Shop work will include construction, analysis, testing, and simple troubleshooting of the stages studied in class. Visual alignment and adjustments of control circuits are performed. Prerequisites: ELN 1112. (S) 7(5-0-6)

ELN 1125 Radio Receiver and Amplifier Servicing: Introduces commonly used servicing techniques as applied to monophonic and stereophonic high fidelity amplifier systems and auxiliary equipment, the operation and servicing of intercommunication amplifiers and switching circuits, principles of radio reception and practices of servicing including block diagrams of radio receivers, servicing techniques of AM and FM receivers by resistance measurements, signal injection, voltage analysis, oscilloscope methods of locating faulty stages and components, and the alignment of AM and FM receivers. Prerequisite: ELN 1112. (S) 9(5-0-12)

ELN 1127 Television Receiver Circuits and Servicing: Principles of television receivers, alignment of radio and intermediate frequency amplifiers, adjustment of horizontal and vertical sweep circuits are taught. Techniques of troubleshooting and repair of TV receivers with the proper use of associated test equipment will be stressed. More specialized servicing techniques and oscilloscope waveform analysis will be used in the adjustment, troubleshooting, and repair of the color television circuits. Prerequisites: ELN 1113, ELN 1125. (SS) 15(10-0-17)

ENGLISH

ENG 90 English Skills Lab: This lab is designed for those students who need extensive remedial work in grammar as evidenced by a low score on the admissions placement test. The major emphasis is a review of basic grammar combined with practice in writing sentences and provides a foundation for ENG 91. Graded on a pass/repeat basis. (F, W, S, SS) 1*(0-3)

ENG 91 Grammar Fundamentals: This course emphasizes an intensive study of the parts of speech and of the structure of English sentences; additionally, it reviews common punctuation and usage problems. Graded on pass/repeat basis. (F, W, S, SS) 3*(3-0)

ENG 101 English Composition I: This course stresses the various standard modes of composition, emphasizing paragraph development. The student should expect to write frequently. In literature, emphasis is on the short story. Prerequisites: A minimum placement test score of 45 with high school English grades of "B" or better or minimum placement test score of 51. No credit given to students who previously earned credit in ENG 113 or ENG 114. (F, W, S, SS) 3(3-0)

ENG 102 English Composition II: This course continues the study of composition with emphasis on essay structure and development and on the techniques of research writing. In literature, class emphasis is on drama. Prerequisite: ENG 101 or ENG 113 and ENG 114. (F, W, S, SS) 3(3-0)

ENG 103 English Composition III: This course focuses on poetry and the novel. In composition, emphasis is on writing about the literature studied. Prerequisite: ENG 102. (F, W, S, SS) 3(3-0)

ENG 113 Paragraph Fundamentals:** This course follows ENG 91 and emphasizes sentence structure and paragraph composition. Prerequisite: ENG 91. (F, W, S, SS) 3(3-0)

ENG 114 Essay and Short Story Fundamentals:** This course focuses on composition of paragraphs and short essays and on the analysis of short stories. Prerequisite: Minimum grade of "C" in ENG 113. (F, W, S, SS) 3(3-0)

ENG 115 Man and the Media: Designed to increase the student's ability to think analytically about the various media and their impact on man. Selected television programs, movies, and the relationship between verbal and visual media are discussed. Note: This course does not normally satisfy humanities requirement for graduation. (W, S) 3(3-0)

ENG 201 English Literature I: Surveys English literature from Beowulf to Milton. Prerequisite: ENG 103. (F) 3(3-0)

ENG 202 English Literature II: Surveys English literature from Milton to the Victorians. Prerequisite: ENG 103. (W) 3(3-0)

* Denotes preparatory credit (non-transferable).

** ENG 113 and 114 have the same basic course content as ENG 101; however, their content has been expanded to cover the material in ENG 101 at a slower pace. They may be substituted for ENG 101 in all programs of instruction at COA. ENG 113 and 114 may not be taken if student has previously received credit for ENG 101.

ENG 203 English Literature III: Surveys English literature from the Victorians to the present. Prerequisite: ENG 103. (S) 3(3-0)

ENG 205 American Literature I: Surveys American literature from its beginning to Hawthorne. Prerequisite: ENG 103. (F, SS) 3(3-0)

ENG 206 American Literature II: Surveys American literature from Hawthorne to the twentieth century. Prerequisite: ENG 103. (W,SS) 3(3-0)

ENG 207 American Literature III: Surveys American literature of the twentieth century. Prerequisite: ENG 103. (S, SS) 3(3-0)

ENG 1020 Reading Improvement: This course is designed to improve student's ability to comprehend what they read by training them to read more rapidly and accurately. It is adjusted to vocational students' interests. (F) 2(2-0-0)

ENG 1030 Communication Skills: This course develops the student's ability to communicate effectively through the medium of good language usage in speaking and writing. Emphasizes organizing and presenting thoughts effectively in connection with problems. It is adjusted to vocational students' interests. (W) 2(2-0-0)

FRENCH

FRE 101 Elementary French I: Introduces the basics of French pronunciation, grammar and civilization. Emphasis is placed on developing skills of speaking, reading, writing and comprehending the language. Topics include present tense verbs, telling time and the correct usage of pronouns, adjectives and adverbs. No previous study of French is required. (F) 3(3-1)

FRE 102 Elementary French II: This course is a continuation of FRE 101. Topics include quanitity expressions, idiomatic expressions, more irregular verbs in the present tense and the passe compose. Prerequisite: FRE 101 or equivalent. (W) 3(3-1)

FRE 103 Elementary French III: This course is a continuation of FRE 102. Topics include reflexive verbs, indirect and direct object pronouns, the imperfect, future, and conditional tenses and the comparison of adjectives and adverbs. Prerequisite: FRE 102 or equivalent. (S) 3(3-1)

FRE 151 Intermediate French I: This course is a review and expansion of elementary grammar concepts. Emphasizes development of an increased vocabulary and speaking, reading, comprehension and writing skills. Designed to further understanding of French culture through reading conversations and literary works. Prerequisite: Two years of high school French, FRE 101-103 or equivalent. (F) 3(3-1)

FRE 152 Intermediate French II: This course is a continuation of FRE 151. Topics include comparison of adjectives and adverbs, direct and indirect object pronouns and a study of the subjunctive tenses. Prerequisite: FRE 151 or equivalent. (W) 3(3-1)

FRE 153 Intermediate French III: This course is a continuation of FRE 152. Topics include the many uses of reflexive verbs, relative, interrogative and possessive pronouns and the passive voice. Prerequisite: FRE 152 or equivalent. (S) 3(3-1)

FRE 200 Selected Readings in French: This course is for those able to read French literature. Selections of short stories and drama will be used and literary interpretations will be included. Prerequisite: Three years of high school French or the completion of FRE 153. (Var.) 3(3-0)

GENERAL STUDIES

GUI 99 General Studies Lab (Computer - Assisted Instruction): This lab is designed for those students who need additional instruction in a curriculum course. Instruction will be done primarily through the use of computer-assisted instructional materials; however, a coordinator/tutor will be present to provide individual tutoring if necessary. Prerequisite: Recommendation by one of the student's curriculum instructors. (F, W, S, SS) (Var.Hrs.)

GEOGRAPHY

GEO 101 Principles of Geography I: The first course of a two-quarter sequential course designed to introduce the student to the study of geography, emphasizing physical geography and its influence on man. (Var.) 3(3-0)

GEO 102 Principles of Geography II: This course is a continuation of GEO 101. It emphasizes the influence of geography on man in the major climatic regions of the earth. Prerequisite: GEO 101 or permission of instructor. (Var.) 3(3-0)

HEALTH

HEA 121 Hygiene I: This course is designed to give students a stimulating and realistic approach to personal and community life health and to develop in them a sound and critical attitude where their own personal health is concerned. (F, W, S, SS) 3(3-0)

HEA 122 Hygiene II: The human body and its functions as related to problems of health and disease is studied. Emphasis is placed on the idea that good health is necessary to the fulfillment of all our life needs and goals. (F, W, S, SS) 3(3-0)

HEA 223 First Aid and Safety Education: Emphasis is placed on developing safe attitudes, preventing accidents, and what to do if an accident occurs. Preventing accidents should be of primary importance to anyone desiring to live a normal and fulfilling life. This type of attitude is stressed at all times. Official certification will be given to students who qualify.
(F, W, S, SS) 3(3-0)

HISTORY

HIS 101 Ancient History: Surveys pre-history, the Ancient Near East, Greece, Rome, through the Principate, Byzantium and Eastern Roman Empires to 6th century, and China. No prerequisites.
(F,SS,Var.) 3(3-0)

HIS 102 Medieval History: Surveys the rise of Christianity, decline of Rome in the West, the Middle Ages, the Medieval Church, growth of towns and commercialism, the Renaissance, Reformation, the rise of Royal Absolutism in 17th and 18th centuries. Non-western cultures, such as China, Japan, and pre-Colombian America are also presented. No prerequisites, History 101 is recommended. (W,SS,Var.) 3(3-0)

HIS 103 Modern History: Surveys the Enlightenment, European expansion, dynastic struggles of 18th century, American, French and Industrial Revolutions, World War I, the Russian Revolution, World War II and the post War period to the present. No prerequisites. HIS 101 and 102 recommended. (S,SS,Var.) 3(3-0)

HIS 201 U.S. History I: Surveys European Colonial expansion in the Western Hemisphere, the establishment of the English Colonies, the struggle for American independence, the Federal Period, and the War of 1812. (F) 3(3-0)

HIS 202 U.S. History II: Surveys the Ante Bellum period, the Civil War, Reconstruction, the rise of big business, and Labor Movement, the Populist-Progressive movements, and imperial expansion to 1917.
(W) 3(3-0)

HIS 203 U.S. History III: Surveys 20th Century U.S. history from the Progressive Movement through the Cold War. (S) 3(3-0)

HIS 204 An introduction to Latin America: Surveys the geography, culture, economy, politics, and history of Latin America. Emphasis is placed on the geographical and cultural forces that have contributed to the Latin America of the modern period together with the modern movements in Latin America that strive to solve Latin American problems. Prerequisite: 3 hours of college history. (Var.) 3(3-0)

HIS 206 Modern Europe, 1815-1914: Seminar: Traces the development of the European State System as it evolved in the 19th century leading to certain factors involved in the causes of the First World War. Emphasis is placed upon the forces of liberalism, conservatism, and nationalism, and the reasons roles changed during the period. Prerequisite: 3 hours of college history.
(W) 3(3-0)

HIS 207 Modern Europe, 1914-1960: Seminar: Traces the development of the Second World War, the course of the war, and the post-war period of reconstruction. Emphasis is placed on the political, intellectual, and economic developments in European Civilization following World War I and the Treaty of Versailles. Prerequisite: 3 hours of college history.
(S) 3(3-0)

HIS 209 An Interpretive History of Russian Culture: This travel-study course deals with the history, geography, religion and art of Old and New Russia. Students are required to attend lectures, take tests and complete outside assignments. A study tour in the Soviet Union, where the student will be exposed to Russian culture and history as it is lived, is required.
(W) 5(3-6)

HUMANITIES

HUM 123 Introduction to Humanities: The humanities are concerned with man and the manner whereby he expressed his ideas and aspirations in various media: graphics, musical literature, and theatrics. An integrated survey to view the arts from a historical standpoint will help students to see the interrelationships among all arts and to appreciate the enduring achievements of Western Man. (F,W,S) 3(3-0)

LIBRARY

LIB 100 Library Usage: A general course that covers the use of standard library reference tools such as the card catalog, indexes, directories, handbooks, periodicals, etc. Frequent short research projects are required and one long project is completed during the course. (F, W, S, SS) 1(1-0)

MASONRY

MAS 1101 General Masonry: This course is designed to introduce and familiarize the student with the masonry industry. It includes the proper use of masonry tools; the study of different types of masonry products and their uses; mixing of mortar for proper bonding; layout and construction of foundations, walkways and drives; and construction of fireplaces and flues. Laboratory work allows the student to have hands-on experience in working with various masonry projects, including layout and estimating jobs. Safety is stressed at all times. (F) 7(2-0-15)

MATHEMATICS

MAT 90 Math Skills Lab: This laboratory course is designed to aid students who need additional assistance and supervised study in the basic operations of fundamental arithmetic and algebra and may be taken concurrently with MAT 91 Basic Mathematics. Placement is determined by scores on the Mathematics Placement Test. Graded on a pass/repeat basis.
(F, W, S, SS) 1*(0-3)

MAT 91 Basic Mathematics: Review of the basic operations of addition, subtraction, multiplication, and division as performed on whole numbers, fractions, decimals, and signed numbers. Also included is a study of percents, ratios and proportions, formulas.
(F,W,S,SS) 3*(3-0)

D-MAT 101 Basic Algebra I: An elementary course for the student who has had little or no previous work in algebra. Topics include fundamental operations, solutions of first degree equations, polynomials, factoring, and algebraic fractions. Prerequisite: Minimum score of 17 on math placement test. (F,W,S,SS) 3(3-0)

D-MAT 102 Basic Algebra II: An elementary course that is a continuation of D-MAT 101. Topics include graphs of linear and quadratic equations, linear inequalities, and systems of linear equations; algebraic solutions to systems of linear equations, inequalities, and quadratic equations; fractional exponents and radical expressions Prerequisite: D-MAT 101, with a minimum grade of "C". (W, S, SS) 3(3-0)

D-MAT 103 Basic Geometry: An elementary course for the student who has had no previous experience with geometry or who needs a thorough review. Topics include a study of angles, lines, points, triangles, congruence, simple proofs, parallel lines, quadrilaterals, inequalities, area, volume, Pythagorean Theorem, proportion, similarity, circles and sectors. Prerequisite: One year of high school algebra or D-MAT 101. (F,W,S,SS) 3(3-0)

T-MAT 104 Technical Math I: Reviews algebra for students in Drafting and Design, Electronics, and EDP programs. Includes basic algebraic operations, linear and literal equations. D-MAT 101 and 102 will be allowed as a substitute. (F) 5(5-0)

T-MAT 105 Technical Math II: This course is designed primarily for students enrolled in Electronics, Drafting and Design, and EDP programs. Includes graphs, exponents, radicals, quadratic equations, ratios and proportions, and plane geometry. Prerequisite: T-MAT 104 or D-MAT 101 and 102 or minimum math placement test score of 30. (W) 4 (4-0)

T-MAT 106 Technical Math III: This course is primarily designed for students enrolled in Electronics and Drafting and Design programs. It includes trigonometry for right and oblique triangles, trigonometric relations, radian measure, and vectors. The study of solid geometry is also introduced. Prerequisite: T-MAT 105.
(S) 3(3-0)

D-MAT 107 Basic Algebra Review: This course is designed for those students who have had two years of high school algebra or equivalent but need a cumulative review before taking MAT 121. Topics included are the same as those for D-MAT 101 and 102. No credit is given if credit has been received for D-MAT 101 and 102. (Var.) 3(3-0)

MAT 111 Fundamental Concepts of Mathematics I: Introduces logic, set theory, systems of numeration, natural numbers, integers, and whole numbers. MAT 111, 112, and 113 are designed for students who major in elementary education. Prerequisite: A minimum math placement test score of 23. (F, SS) 3(3-0)

MAT 112 Fundamental Concepts of Mathematics II: Reviews rational numbers, percent and interest applications, metric system, irrational numbers, real numbers, absolute value, and sentences in one variable. Prerequisite: MAT 111. (W, SS) 3(3-0)

MAT 113 Fundamental Concepts of Mathematics III: Reviews informal geometry, the coordinate plane, sentences in two variables, coordinate geometry, probability, and statistics. Prerequisite: MAT 112.
(S, SS) 3(3-0)

MAT 121 College Algebra: Reviews basic algebra, the coordinate plane, functions and their graphs, quadratic functions, inequalities, absolute values, and conic sections. Prerequisite: A minimum math placement test score of 30 plus two years of high school algebra with grades of "C" or better or a minimum grade of "C" in D-MAT 102 or D-MAT 107. (F, W, S, SS) 3(3-0)

MAT 122 College Algebra II: Introduces polynomial functions, exponential and logarithmic functions, matrix algebra, sequences, series, binomial theorem, and probability. Prerequisite: MAT 121 or permission of instructor. (W, S, SS) 3(3-0)

MAT 123 Trigonometry: Covers definitions of the trigonometric functions, solutions of right triangles, laws of sines and cosines, oblique triangles, identities, conditional equations, inverse functions, polar coordinates, complex numbers, and vectors. Prerequisite: MAT 121-122 or permission of the instructor. (S, SS) 3(3-0)

MAT 201 Calculus I: Rate of change of functions, limits, derivatives of algebraic functions, applications of derivatives, continuity, the indefinite integral, the definite integral, areas, and derivative and integral of sine and cosine functions are studied. Prerequisite: MAT 123 or permission of instructor. (F) 5(5-0)

* Denotes preparatory credit (non-transferable).

MAT 202 Calculus II: Application of the definite integral; derivatives and integrals of trigonometric functions, inverse trigonometric functions, logarithmic functions, exponential functions, and hyperbolic functions; and methods of integration are studied. Prerequisite: MAT 201. (W) 5(5-0)

MAT 203 Calculus III: Plane analytic geometry, polar coordinates, vectors and parametric equations, and vector functions and their derivatives are studied. Prerequisite: MAT 202. (S) 5(5-0)

MAT 204 Calculus IV: Partial differentiation, multiple integration, and infinite series (Maclaurin, Taylor, Fourier) are studied. Prerequisite: MAT 202. (S) 3(3-0)

MAT 210 Linear Algebra: Matrices and systems of equations, vector spaces, independence, bases, dimensions, rank, linear transformations, inverse of a linear transformation, changing coordinates, and representations of transformations are studied. Prerequisite: MAT 123. (Var.) 3(3-0)

MAT 211 Elementary Statistics I: Frequency distribution, presentation of data by graphs and charts, measures of central value, measures of dispersion, normal distribution, correlation and distribution, sampling, hypothesis testing, and chi square test are studied. Prerequisite: MAT 122 permission of instructor. (S) 3(3-0)

MAT 212 Elementary Statistics II: A continuation of MAT 211 designed to further acquaint the student with the fundamentals of modern statistics. Topics include hypothesis testing, regression and correlation, chi-square and F distributions, one-way analysis of variance, and selected nonparametric tests. Prerequisite: MAT 211. (SS) 2(2-0)

MAT 1000 Fundamentals of Mathematics: Basic operations; addition, subtraction, multiplication, and division of whole numbers, common fractions, and decimal fractions; percentages, ratios, proportions, gears and pulleys are studied. (F) 5(5-0-0)

MAT 1010 Vocational Mathematics: Calculator problems with conversions and decimals, basic algebra, rectangles and triangles are studied. (W) 3(3-0-0)

MAT 1020 Geometry and Trigonometry: This course involves the study of geometry and trigonometry as applied to the machinist trade. (SS) 3-0-0)

MAT 1030 Machinist Mathematics: Provides instruction in the practical application of algebra and trigonometry in the solution of problems related to the machinist trade. (SS) 3(3-0-0)

MAT 1112 Construction Estimating: As part of the light construction program, this course emphasizes estimating the cost of construction on building projects or phases of building projects. Students work with blueprints to develop material lists and estimate time involved to find labor costs. Prerequisites: DFT 101, DFT 207, MAT 1000, and MAT 1010. (SS) 3(3-0-0)

MAT 1050 Math for Cosmetology: Basic operations: addition, subtraction, multiplication, and division of whole numbers; common fractions and decimal fractions; and percentages are studied. Emphasis is on practical applications. (W) 6(6-0-0)

MACHINIST

MEC 99 Machinist Skills Lab: This course is designed to aid students who need additional practice and instruction in developing machinist skills. (Var.) 0(0-3)

MEC 1120 Duct Construction and Maintenance: Provides instruction in various duct materials including sheet steel, aluminum, and fiber glass. Safety, sheet metal hand tools, cutting and shaping machines, fasteners and fabrication practices, layout methods, and development of duct systems also are studied. The student will service various duct systems and perform on-the-site repairs including ducts made of fiber glass. A study is made of duct fittings, dampers and regulators, diffusers, heater and air washers, fans, insulation, and ventilating hoods. (Var.) 5(3-0-6)

MEC 1135 Mechanical Installations: This course introduces the student to the installation of built-in appliances and other mechanical equipment found in the modern home or small commercial building. It will be studied in connection with framing and finishing of the carpentry work. Also, it will help the student understand the types of plumbing, heating, air conditioning, and automatic sprinkler systems to be installed along with other appliances such as stoves, ovens, dishwashers, and refrigerators. Field trips will be a part of this course. (SS) 3(2-0-3)

MEC 1200 Machine Shop Theory and Practice I: Introduces the machinist trade and describes the potential it holds for the craftsman. Deals primarily with the identification, care, and use of basic hand tools and precision measuring instruments. Elementary layout procedures and processes of the lathe, drill press, and milling machines will be introduced both in theory and practice. Minimum clock hours — 180. (F) 8(3-0-15)

MEC 1201 Machine Shop Processes: This course is designed to acquaint the student with the procedures of layout work and the correct use of hand and machine tools. Experiences in the basic fundamentals of drill press and lathe operation, hand grinding of drill bits and lathe tools, and set-up work applied to the trade. (Var.) 2(0-0-6)

MEC 1210 Machine Shop Theory and Practice II: Focuses on advanced operations in layout tools and procedures, power sawing, drill press, surface grinder,

milling machine, and shaper. The student will work on projects encompassing all the operations, tools, and procedures thus far used and those to be stressed throughout the course. Minimum clock hours — 140. (W) 6(2-0-12)

MEC 1215 Lathe Operation: Operating principles and functions of the lathe, lathe tool sharpening and setups, and care and maintenance of the lathe are studied. Minimum clock hours — 130. (Var.) 7(3-4-6)

MEC 1220 Machine Shop Theory and Practice III: Involves advanced work on the lathe, grinders, milling machine, and shaper. Introduces basic indexing and terminology with additional processes on calculating, cutting, and measuring of gears. The student will use precision tools and measuring instruments such as vernier height gauge, protractor, and comparator. Minimum clock hours — 140. (S) 6(2-0-12)

MEC 1225 Drill Press Operation: Introduces operating principles and functions of the drill press, both standard and radial. Involves drill sharpening, setups on drill press, and care and maintenance of drill press. Minimum clock hours — 130. (Var.) 7(3-4-6)

MEC 1230 Machine Shop Theory and Practice IV: Development of class projects, which include planning, blueprint reading, machine operations, final assembly, and inspection. Processes on the tool and cutter grinder and cylindrical grinder will be practiced. Emphasizes special procedures and operations, processes and equipment, observing safety procedures faithfully, and establishing good work habits and attitudes acceptable to the industry. Minimum clock hours — 180. (SS) 8(3-0-15)

MEC 1235 Shaper Operation: Introduces operating principles and functions of the shaper. Involves shaper tool sharpening, and shaper setups, and the care and maintenance of shaper. Minimum clock hours — 150. (Var.) 8(3-6-6)

MEC 1245 Mill Operation: Introduces operating principles and functions of milling machines. Involves mill setups, care of milling cutters, and the care and maintenance of milling machines. Minimum clock hours — 150. (Var.) 8(3-6-6)

MEC 1250 Structure of Metals I: Elementary and practical approach to ferrous metals, which includes a study of their structure, marking, classification, and uses; the theory of iron and steel and their alloys; and shaping, forming, heat treatments, and surface treatments of steel. (S) 3(3-0-0)

MEC 1255 Structure of Metals II: Elementary and practical approach to non-ferrous metals, which includes a study of their structure, marking, classification, and uses. The shaping, forming, heat treatments, and surface treatments. (S) 3(3-0-0)

MEC 1260 Precision Machining I: The designing and building of machine shop projects that require a great deal of skill by the student. The student will be required to use all the equipment in the shop to build these projects; close tolerances will be held on all parts that make up the projects. Minimum clock hours — 180. (F) 8(3-0-15)

MEC 1265 Precision Machining III: More complex machining projects will be undertaken to provide the students with projects that will require a high degree of skill and accuracy. Prerequisite: MEC 1260. Minimum clock hours — 180. (W) 8(3-0-15)

MEC 1272 Fundamentals of Numerical Control: This course offers both classroom and hands-on experience in the understanding and operation of numerical control and computer numerical control equipment. Minimum clock hours — 150. (S) 8(3-6-6)

MEC 1275 Jig and Fixture Building: This course is designed to familiarize the student with the designing and building of jigs and fixtures used in production manufacturing by machine shops. Minimum shop hours — 120. (SS) 6(2-4-6)

MEC 1280 Die Making: Presents an elementary and practical approach to building of simple dies. Special attention is given to the methods of developing the different types of dies. Instruction is given in types of materials used and the machining of component parts of dies. Minimum clock hours — 120. (SS) 6(2-4-6)

MUSIC

MUS 90 Music Skills Lab: This lab is designed to aid students who need additional practice and instruction in developing music skills. (F, W, S) 0(Var.)

MUS 91-92-93 Organ Class: This is a preparatory course for organists of insufficient background for college credit organ courses or for those who do not wish to study organ for credit. Qualified students upon the completion of each quarter can, by examination, enter MUS 114. (Var.) 1*(1-0)

MUS 94-95-96 Voice Class: This is a preparatory course for vocalists of insufficient background for the college credit voice courses or for those who do not wish to study voice for credit. Qualified students upon the completion of each quarter can, by examination, enter MUS 108. (Var.) 1*(1-0)

MUS 97-98-99 Piano Class: This is a preparatory course for pianists of insufficient background for the college credit piano courses. Qualified students upon

* Denotes preparatory credit (non-transferable).

the completion of each quarter can, by examination, enter MUS 111. (Var.) 1*(1-0)

MUS 100 Music Fundamentals I: This is an introduction to basic rudiments of music for elementary education and a preparatory course for Music 102, including developing a singing voice, reading rhythm, reading pitch, combining musical sounds, and playing the recorder. (F) 2(2-1)

MUS 101 Music Fundamentals II: This is a continuation of Music 100, including playing the piano, playing classroom percussion instruments, accompanying with autoharp, accompanying with guitar, creating music, and singing in harmony. Prerequisite: MUS 100. (W) 2(2-1)

MUS 102 Music Theory I: This is an introduction to basic techniques of writing melodies, intervals, chords, and four-part harmony, including rhythm symbols, meters measures, time signatures, the notation of pitch, major and minor scales and key signatures, chord structures, and writing of melody, the phrase, and cadence. (F) 3(3-0)

MUS 103 Music Theory II: This is a continuation of Music 102, including two voice counterpoint, the passing tone, the neighboring tone, compositions using I, IV, & V in the major and minor scales. Prerequisite: MUS 102. (W) 3(3-0)

MUS 104 Music Theory III: This is a continuation of Music 103, including secondary triads, inversion of triads — the six-chord, the six-four chord, the seventh cord, and exercises in analysis and composition. Prerequisite: MUS 103. (S) 3(3-0)

MUS 105 Sight-singing and Dictation I: This is a study of melodic and rhythmic elements of music using the movable "do." Rhythmic and melodic dictation involving intervals and scales, including scalewise melodies, key feeling and melodic memory, all intervals. (F) 2(2-0)

MUS 106 Sight-singing and Dictation II: This is a continuation of Music 105 including two major part dictation, accompanied melody, and singing of major and minor melodies. Prerequisite: MUS 105. (W) 2(2-0)

MUS 107 Sight-singing and Dictation III: This is a continuation of Music 106 including reading of alto clef modulations, dictation of modal melodies, all intervals and two part counterpoint. Prerequisite: MUS 106 (S) 2(2-0)

MUS 108-109-110, 208-209-210 Voice for Performance Minors I, II, III, IV, V, VI: Emphasizes breathing, breath control, vowels, essentials of tone production, and freedom and flexibility. Instruction begins with simple songs in English and Italian. Art songs are introduced in the second year. All voice students are required to sing in the college chorus. (Var.) 1(1-0) or 2(2-0)

MUS 111-112-113, 211-212-213 Piano for Performance Minors I, II, III, IV, V, VI: Requires adequate technical exercises such as Hanon or Czerny. Emphasizes scales and arpeggios in varying rhythms. Students practice by using easy sonatinas by composers such as Clementi and Kuhlau and beginning Bach pieces and simple pieces of the Romantic and Modern periods. (Var.) 1(1-0) or 2(2-0)

MUS 114-115-116, 214-215-216 Organ for Performance Minors I, II, III, IV, V, VI: This is a fundamental study of manual technique, pedal technique, the independence of hands and feet, and the art of registration. Chorale preludes from the "Orgelbuchlein" by Bach and easy pieces by modern composers are used. (Var.) 1(1-0) or 2(2-0)

MUS 117-118-119 Chorus I, II, III: This is an activity course designed to give the student a deeper understanding, appreciation, and enjoyment of choral music and its practice. Required of all music majors and open to all students by permission of the instructor. Attendance required at all rehearsals and performances. (F, W, S) 1(0-3)

MUS 123-124-125 Voice for Performance Majors I, II, III: Involves basic vocal techniques and repertoire in simple Italian arias and English songs of Renaissance, Baroque, and classical periods. Nine hours practice weekly required. All voice students are required to sing in the college chorus. Open by audition to all qualified students. All voice majors are required to take piano. (Var.) 1(1-0) or 2(2-0)

MUS 126-127-128 Piano for Performance Majors I, II, III: Reviews all major and minor scales; major, minor, dominant seventh, and diminished seventh arpeggios; selected technical studies; Bach Two and Three-Part Inventions; sonatinas and easier sonatas of Haydn, Mozart, and Beethoven. Nine hours practice weekly required. Open by audition to all qualified students. (Var.) 1(1-0) or 2(2-0)

MUS 129-130-131 Organ for Performance Majors I, II, III: A foundation of organ technique is laid through study of manual and pedal exercises as given in the methods books of Clarence Dickinson or Harold Gleason. At least four of Bach's "Eight Little Preludes and Fugues" should be completed together with some chorale preludes from Dupre and from Bach's "Orgelbuchlein." Nine hours practice weekly required. Open to all students who have completed MUS 113 or can demonstrate by audition a similar proficiency in piano playing. (Var.) 1(1-0) or 2(2-0)

* Denotes preparatory credit (non-transferable).

MUS 132-133-134, 232-233-234 Band I, II, III, IV, V, VI: Reviews basic band techniques: scales, arpeggios, and ensemble playing. Requires learning standard band repertoire for concert performances. Prerequisites: A graduate of high school band or equivalent pending permission from the instructor. (Var.) 1(1-1)

MUS 135-136-137, 235-236-237 Violin for Performance Minors I, II, III, IV, V, VI: Reviews all major and minor scales and arpeggios with various bowing; technical studies by Kreutzer, Rode and others. Simple pieces from Baroque, Classic, Romantic and modern periods are practiced. Six hours practice weekly required. (Var.) 1(1-0) or 2(2-0)

MUS 138-139-140, 238-239-240 Violin for Performance Majors I, II, III, IV, V, VI: Reviews all major and minor scales and arpeggios in three octaves with various bowings; studies by Kreutzer, Rode or Fiorillo and others; representative works from Baroque, Classic, Romantic and contemporary periods; concertos in the standard repertory. Nine hours practice weekly required. (Var.) 2(2-0)

MUS 202 Music Theory IV: This is a continuation of Music 104, including analysis of non-harmonic tones, realization of figured bass, harmonization in secondary dominant and diminished seventh chords, augmented 6th chords, neapolitan 6th chord, and chromatic modulation. Prerequisite: MUS 104. (F) 3(3-0)

MUS 203 Music Theory V: This is a continuation of Music 202 including contrapuntal forms, contrapuntal techniques and devices, e.g. canon, invention, fugue, ostinato forms: ground motif, ground bass, passacaglia, chaconne, and variation. Prerequisite: MUS 202. (W) 3(3-0)

MUS 204 Music Theory VI: This is a continuation of Music 203 including song forms, rondo form, sonata-allegro form, 20th century trends and techniques. Prerequisite: MUS 203. (S) 3(3-0)

MUS 205 Sight-singing and Dictation IV: This is a continuation of the study of melodic and rhythmic elements in music along with harmonic dictation using altered chords, modulations, and non-harmonic tones including singing of melodies in soprano, alto, and tenor clefs; themes and variations; sequence patterns in melodic intervals; major and minor triads. Prerequisite: MUS 107. (F) 2(2-0)

MUS 206 Sight-singing and Dictation V: This is a continuation of Music 205 including singing of duets, themes and variations, dictation of three part harmony, passing tone, neighboring tone. Prerequisite: MUS 205. (W) 2(2-0)

MUS 207 Sight-singing and Dictation VI: This is a continuation of Music 206 including singing of duets, all clefs, all intervals, dictation of four part harmony. Prerequisite: MUS 206. (S) 2(2-0)

MUS 217-218-219 Chorus IV, V, VI: This is a continuation of MUS 117, 118, 119. (F, W, S) 1(0-3)

MUS 220 Music Appreciation I: Surveys the music of the Renaissance and Baroque periods including melody, harmony, instruments of the orchestra, musical structure and design, Gregorian Chant, the mass, motet, madrigal, opera, cantata, oratorio, sonata, concerto grosso, suite, and overture. Representative composers are Machat, Josquin des Prez, Monteverdi, Purcell, Palestrina, Vivaldi, Bach, and Handel. (F) 3(3-0)

MUS 221 Music Appreciation II: Surveys music of the Classical and Romantic periods including keyboard music, chamber music, symphonies, operas, oratorios, choral music, and lieder. Representative composers are Haydn, Mozart, Beethoven, Schubert, Schumann, Brahms, Chopin, Liszt, Mendelssohn, and Wagner. (W) 3(3-0)

MUS 222 Music Appreciation III: Surveys post Romantic and Twentieth Century music including Expressionism, Impressionism, Neo-Classicism, the New Nationalism, Futurism, American Jazz, and Electronic music. Representative composers are Debussy, Stravinsky, Bartok, Schoenberg, Hindemith, Ives, Gershwin, Ellington, Boulez, and Penderecki. (S) 3(3-0)

MUS 223-224-225 Voice for Performance Majors IV, V, VI: Involves advanced vocal techniques. Repertoire includes more difficult songs and arias from the Baroque and Classic periods, easy to medium difficult Romantic art songs and arias, and simpler songs and arias by contemporary composers. Sophomore recital for voice majors required. Requires nine hours practice weekly. All voice students are required to sing in the college chorus. Voice majors should complete FRE 153 and Piano for Performance Minors. Prerequisite: MUS 125 or permission of the instructor. (Var.) 2(2-0)

MUS 226-227-228 Piano for Performance Majors IV, V, VI: Reviews all major and minor scales and arpeggios in rhythms; more difficult selected technical studies; easier Preludes and Fugues of Bach; more difficult sonatas of Mozart and Beethoven; literature of Schubert, Schumann, Chopin, and Brahms; and pieces from the modern composers. Requires nine hours practice weekly. Prerequisite: MUS 128 or permission of the instructor. (Var.) 2(2-0)

MUS 229-230-231 Organ for Performance Majors IV, V, VI: Requires completion of the "Eight Little Preludes and Fugues" and study of other Bach such as the "Toccata and Fugue in D Minor"; pieces from pre-Bach, Romantic, and Modern school or organ com-

position; and hymn-playing and church service playing. Nine hours practice weekly. Prerequisite: MUS 131 or permission of the instructor. (Var.) 2(2-0)

NURSING

NUR 99 Nursing Skills Lab: This lab is designed to aid students who need practice or additional information in the particular nursing procedures required in the Associate Degree Nursing program.
(F, W, S, SS) 0(Var.)

D-NUR 100 Orientation to Nursing Education: A course designed to orient applicants of the Associate Degree Nursing program (both accepted and interested applicants) to the very basic concept of nursing education. The role of the student nurse is emphasized with particular attention to the policies, philosophies, curriculum, etc. of the local program. Students have the opportunity to become familiar with the affiliating agencies which they will utilize during their nursing education. The course also includes some basic concepts of math which are necessary for nursing students. (SS) 2(2-0)

NUR 101 Introduction to Nursing: An introductory course which explains the concepts on which to build professional nursing practice. Integrates theory and practice in understanding basic human needs, interpersonal relationships, and dynamics of behavior. Nursing intervention is explained by using the nursing process. The concepts of health, illness, and man's pursuit of wholeness are studied. Students are able to learn and practice skills and the problem-solving approach in the nursing lab and in the clinical setting. Pre or Corequisites: BIO 205, PSY 201, and NUT 101.
(F) 11(4-8-9)

NUR 102 Medical/Surgical Nursing I: Nursing 102 continues to apply the nursing process to the care of adults by studying the body as a unit divided into individual systems. Specific systems that are covered in this course will be the digestive and the musculo-skeletal system. The nursing process will be employed in learning about caring for patients with neoplasms covering general modes of treatment and because these persons often are in pain, it will delve into pain response. Fluid and electrolyte balances and imbalances will be discussed specifically in relation to patients undergoing surgery. The infection process will be covered. The nursing process and how it is applied to gerontology will be covered. Meeting the person's basic human needs by providing safe and quality patient care is of utmost importance. Clinical learning experiences will be provided in the nursing lab and in the hospital and nursing home setting. Prerequisite: NUR 101. Corequisite: PHM 101. Pre or Corequisites: BIO 206; PSY 202.
(W) 9(4-0-15)

NUR 103 Medical/Surgical Nursing II: Nursing 103 builds on Nursing 101 and 102 and continues to use the nursing process to study individual body systems and disturbances of those systems as they pertain to adults. Body systems studied include the renal, hematologic, reproductive and the immune systems. Functions of the sensorineural structures and the metabolic and endocrine systems are also covered. Clinical learning experiences are provided in the nursing laboratory, Albemarle Hospital and various community agencies. Prerequisite: NUR 102. Corequisite: PHM 102. Pre or Corequisite: BIO 207; PSY 231. (S) 10(5-0-15)

NUR 201 Maternity Nursing: Students apply the nursing process in caring for the emerging family group throughout the maternity cycle and study the basic concepts of matemal/family health. The interrelationships of the family through the childbearing years are stressed. Clinical learning experiences are provided in hospitals and various community agencies. Prerequisites: Successful completion of all courses required in first year nursing curriculum. (SS) 9(4-0-15)

NUR 202 Child Health Nursing: Applies the nursing process in caring for the child from infancy through adolescence including the family constellation. Includes the study of growth and development and the care of ill children. Clinical learning experiences are provided in hospitals and other community agencies. Prerequisites: Successful completion of all courses required in first year nursing. (F, W, S) 10(5-0-15)

NUR 203 Psychiatric/Mental Health Nursing: The focus of this second-year nursing course is on the study of human behavior and the interactional aspects of the professional nursing role. Various disruptive life styles, disintegrative life patterns, and medicopsychiatric conditions are studied with the nursing process being utilized to provide therapeutic interventions. Coping mechanisms, communication techniques, ethical/legal aspects as well as local, state, and national mental health resources are studied. Clincial learning experiences are obtained at a community mental health center where the majority of time is spent on the in-patient unit with shorter rotations in the out-patient and partial hospitalization program. Prerequisites: Successful completion of all courses required in first year nursing curriculum.
(F, W, S) 10(5-0-15)

NUR 204 Medical/Surgical Nursing III: This course applies a psychophysiological approach to the care of the critically ill person. The student is exposed to the use of the nursing process in the care of disturbances in the cardiovascular, respiratory, neurological and integumentary systems. With the integration of theoretical knowledge and clinical application the student will assimilate and unify nursing concepts specific to persons with life threatening situations. Teaching con-

cepts to the patient and family is emphasized. Clinical learning experiences are provided in the hospital. Prerequisites: Successful completion of all courses required in first year nursing curriculum. (F, W, S) 10(5-0-15)

NUR 205 Issues in Nursing: This course provides opportunities for the student to become familiar with the historical background of the nursing profession as well as explore the contemporary problems and trends in health care. The student is also exposed to the ethical and legal aspects of nursing, to nursing organizations, disaster nursing, thanatology, as well as job opportunities. The importance of continuing education to improve nursing competencies is emphasized. Each student is encouraged to explore his/her own personal/professional philosophy of nursing. Prerequisites: Successful completion of all courses required in first year nursing curriculum. (F, W) 4(4-0)

NUR 206 Leadership and Management: This course emphasizes the role of the nurse leader. Students are encouraged to explore their own feelings and thoughts thus increasing their own self-awareness as they assess their personal potential for the role of nurse leader. The major emphasis in the course deals with leadership theories and skills as they apply to the role of the beginning staff nurse. Of second major importance is the role change from student to graduate and appropriate methods to utilize in accomplishing this transition as smoothly as possible. Other topics include the legislative process and its application to health care services and the latest technology in computer utilization in nursing education and nursing practice. The clinical portion of the course allows the student to observe and to assume the role/responsibilities of the staff nurse in a hospital setting. (S) 4(3-3)

NUR 207 Physical Assessment: This elective course is designed for second-year nursing students and registered nurses to supplement their basic education in assessing eight body systems. The intent is that the beginning nurse clinician will be able to increase her/his clinical physical assessment skills. The focus will be on identifying deviations from the normal body functions. Prerequisites: Completion of first year of nursing program or RN. (SS) 3(3-0)

D-NUR 210 Test-Taking Strategies for the Nursing Student I: The focus of D-Nursing 210 is on developing test-taking skills in a nursing context. Such topics as self-preparation for tests, relaxation techniques, analyzing test situtions and answers, and making "educated guesses" will be examined. The course will include testing situations from all areas of the nursing curriculum. (F) 1(1-0)

D-NUR 211 Test-Taking Strategies for the Nursing Student II: The focus of D-Nursing 211 is the utilization of test-taking skills by means of simulation of testing situations using national standardized nursing tests. After the completion of each test, a one-to-one session will be held with each student to analyze his/her responses to the questions. An analysis of all the test results should enable a student to assess his/her strengths and weaknesses in various nursing categories such as the nursing process, locus of decision making, areas of human functioning, cognitive level, and clinical areas. (S) 2(2-0)

NUR 1100 Nurses' Assistant: This course is designed to prepare qualified men and women to give effective nursing care to selected patients, to make and report observations, and to carry out routine tasks of nurses' assistant. Classroom teaching is centered around modern concepts of health, functional relationships within a nursing facility, fundamentals of effective interpersonal relations, and nursing procedures related to daily needs of patients and common therapeutic measures. Throughout the course emphasis is given to the role of the nurses' assistant. Clinical experiences provide opportunity for applying classroom learnings to practice in a nursing facility. (SS) 16(10-0-20)

NUTRITION

NUT 101 Nutrition: Nutrition is studied from a biological standpoint with emphasis on the six major classes of nutrients. The functions and interrelationships of these nutrients in the body are examined. Diet assessment is included in this course. (F) 3(3-0)

NUT 1512 Nutrition: This course is designed to give the student the basic knowledge relative to normal nutrition in health and disease. Special emphasis is placed on normal nutrition in the selection and quality of nutrients to meet the needs of people for optimum health. (F) 3(3-0-0)

ORIENTATION

ORI 99 College Success Skills: Methods of study which have proved to be successful for achievement at the college level are presented through lecture, film, and supervised practice. Graded on a Pass/Repeat basis. (F, W, S, SS) 3*(3-0)

PHYSICAL EDUCATION

PED 101 Basic Movement: Primarily designed for the development and improvement of muscular strength, muscular endurance, and circulo-respiratory endurance. Gross motor activity such as running, jumping, leaping, and general floor exercises are stressed. (F, W, S, SS) 1(0-3)

* Denotes preparatory credit (non-transferable).

PED 101A, 102A, 103A Adapted Physical Education: A planned program of selected activities for individuals with physical defects or limitations that would prohibit them from participating in regular physical education activity classes. (F, W, S) 1(0-3)

PED 103 Soccer: Introduces the basic skills of soccer (kicking, passing, heading, dribbling, and guarding). Controlled competition is stressed to utilize skills in game situations. (F) 1(0-3)

PED 106 Volleyball: Introduces the basic skills of volleyball (serving, passing, set-up, spike, and blocking). Controlled competition involving rules, scoring, and strategy is an integral part of this course. (W, SS) 1(0-3)

PED 109 Beginning Swimming: This course is for the non-swimmer or individual with limited swimming ability. Introduces basic self-rescue and swimming skills (breathing, floating, gliding, kicking, and stroking). American Red Cross certificates issued. (F, S, SS) 1(0-3)

PED 110 Basketball: Introduces the basic skills and rules of basketball (passing, dribbling, and shooting). Class competition is stressed. (W) 1(0-3)

PED 112 Badminton: Introduces fundamental skills and rules of badminton (swing and cocking of strokes, serves, drop shots, net play, scoring, and strategy). Class competition is stressed. (F,W,S,SS) 1(0-3)

PED 113 Intermediate Swimming: This course is for individuals with limited swimming ability. Development of basic strokes and self-rescue skills are stressed. American Red Cross certificates issued. (F, S, SS) 1(0-3)

PED 114 Basic Sailing: Provides classroom and practical on-the-water experience in the basic fundamentals of small boat sailing. Small craft safety is stressed. Part I, American Red Cross Small Craft Safety (Sailing) certificates are issued. Prerequisite: Demonstrated ability to swim. (F, S, SS) 1(0-3)

PED 115 Intermediate Sailing: This is a continuation of classroom and practical on-the-water experiences of the rudiments of small boat sailing. Techniques of competency of small sail boat handling are stressed along with general small craft safety. Part II, American Red Cross Small Boat Safety (Sailing) certificates are issued. Prerequisites: Demonstrated ability to swim and sail. (F, S, SS) 1(0-3)

PED 116 Advanced Life Saving: Develops swimming skills and advanced rescue techniques. Fundamental strokes emphasized are side, elementary back, breast, and over arm. American Red Cross certificates issued to qualified class members. (S, SS) 1(0-3)

PED 117 Basic Canoeing: Provides lecture and laboratory experiences in basic skills of lake, river, and creek canoeing. All of the basic canoeing strokes are covered along with fundamentals of canoeing safety and rescue. Prerequisite: Demonstrated ability to swim. (F, S, SS) 1(0-3)

PED 118 Advanced Canoeing: Continues lecture and laboratory experiences utilizing advanced skills of flat water and open water canoeing. Fundamentals of canoeing safety and self-rescue are stressed. Outdoor education is an integral part of this course. Prerequisites: Demonstrated ability to swim, PED 117. (F, S, SS) 1(0-3)

PED 201 Archery: Introduces skills and techniques of target shooting using various types and weights of bows. Class target practice is stressed. (F, S, SS) 1(0-3)

PED 202 Beginning Tennis: Introduces the elementary skills used in tennis (serve, volley, and ground strokes). Basic rules and strategy for singles and doubles are included. Practical experience in class competition is stressed. (F, S, SS) 1(0-3)

PED 203 Dance I: Designed to provide the opportunity of getting actively involved in dance as a creative art. The emphasis is on the creative process as a means of communication and personal expression. (Var.) 1(0-3)

PED 204 Bowling: Designed for beginning and/or experienced bowlers. Introduces basic techniques and skills in bowling (ball selection, approach, release, and various steps). Practical experience is stressed. A nominal lane fee is charged for each game. (W, S, SS) 1(0-3)

PED 205 Softball: Introduces the basic skills and rules of softball (hitting, fielding, running, and field position). Class competition is stressed. (S) 1(0-3)

PED 206 Golf: Introduces the skills and rules of golf (stance, grip, swing, and club selection). Class experience in use of irons is stressed. (F, S) 1(0-3)

PED 207 Water Safety Instructor: Class organization is based upon American Red Cross program of instruction involving advanced skills and techniques of water safety. American Red Cross certificate issued. Prerequisite: Advanced Life Saving. (SS) 1(0-3)

PED 208 Instructor Sailing: Class organization is based upon American Red Cross program of instruction in small-craft safety. Practical experience in teaching individuals how to handle small day sailers is stressed. American Red Cross certificate issued. Prerequisite: Demonstrated ability to swim and sail. (F, S, SS) 1(0-3)

PED 209 Intermediate Tennis: Develops the intermediate skills in tennis (volley, smash, and lob) as well as improving ground strokes and serving techniques. Basic rules and strategy for singles and doubles

are included. Practical experience in class competition is stressed. This course is open to all students who have completed PED 202 or by permission of instructor. (F, S, SS) 1(0-3)

PED 210 Advanced Basketball: This is a continuation of PED 110 — Basketball. Class competition is stressed. (W) 1(0-3)

PED 212 Dance II: Introduces specialized areas of dancing, including historical background, forms, opportunities for performance and experiences in dance-related areas such as movement for stage and production dance/exercise, and dance therapy. Prerequisite: PED 203 or permission of instructor. (Var.) 1(0-3)

PED 213 Square Dancing: Designed to teach the basic fundamentals of square dancing: basic step (shuffle), musical timing, types of figures, parts of the square dance, introduction, main figure, trimming, and ending. (Var.) 1(0-3)

PED 216 Advanced Swimming: Designed for experienced swimmers who want to improve their ability in self-rescue techniques and basic strokes. American Red Cross certificate issued. (SS) 1(0-3)

PED 221 Techniques for Teaching Physical Education Activities in the Public Schools: Provides experience in planning activities for the high school and elementary school and reviews the necessary skills and techniques of leadership. Methods, techniques, and organization of physical education programs at the secondary level are stressed with some experience in practical application. (Var.) 3(3-0)

PED 222 Techniques of Officiating Sports: Designed for pre-physical education majors and/or other students with a particular interest in individual, dual, and team sports. This course will involve lecture and laboratory experiences that expose students to methods and techniques of officiating sports. Safety, sportsmanship and ethics, knowledge of rules, and mechanics of officiating will be of primary concern. (F, W, S) 4(2-4)

PHARMACOLOGY

PHM 101 Pharmacology I: Pharmacology 101 provides an opportunity for the student to gain a basic foundation in the understanding of drugs and drug therapy. The course covers the physiological actions of drugs in the body; drug interactions with other drugs, foods, etc.; and the role of the federal agencies regarding preparation, distribution, and experimentation with drugs. The legal aspects of dispensing controlled substances is emphasized. The mathematical principles related to drug therapy are included. The student should gain a basic knowledge of the following types of drugs: anti-infectives, antibiotics, sulfonamides, sedatives, hypnotics, analgesics, anesthetics, diuretics, antihypertensive, hormone-related drugs, and drugs related to gastrointestinal disorders and chemotherapy. The course also focuses on the principles of drug preparation and administration by the nurse including the nurse's observation of patients receiving drugs. Prerequisite: NUR 101. Corequisite: NUR 102 (W) 3(3-0)

PHM 102 Pharmacology II: Pharmacology 102 provides continuation of the safe administration of drugs with students gaining an understanding of the principles involved with administration of oral and injectable medicine. The mathematical principles related to drugs are reviewed. Specific types of drugs to be covered in this course are the vasodilators, cardiotonics, cardiac depressants, anticoagulants, nervous system stimulants and depressants, insulin, and oral hypoglycemics, as well as drugs used for anemias, respiratory disorders, convulsive disorders, and Parkinson's Disease. Prerequisite: NUR 101, 102. Corequisite: NUR 103. (S) 3(3-0)

PHM 1513 PN Pharmacology I: An overview of basic math principles is given. Apothecary and metric systems are introduced. Calculating dosages of drugs from hypodermic tablets, solutions, insulin, and antibiotics for children and adults are studied. (F)2(2-0-0)

PHM 1531 PN Pharmacology II: Designed to provide a basic understanding of drugs and their action and effect in the human body. The student is introduced to the principles of drugs. Emphasis given to the assessment of patients receiving drugs and to reporting and recording accurately drugs given. (S) 4(4-0-0)

PHYSICAL SCIENCE

PHS 101 Physical Science I: Introduces the basic concepts of physics, including mechanics, wave motion, electricity, and heat. Designed for the non-science major. (F) 4(3-3)

PHS 102 Physical Science II: Introduces basic chemical principles, including the periodic table, nomenclature, and reaction classification. Designed for the non-science major. (W) 4(3-3)

PHS 103 Physical Science III: Presents a scientific approach to the study of the earth and our solar system. Designed for the nonscience major. (S) 4(3-3)

PHYSICS

PHY 150 Introductory Astronomy: This course is a general, nonmathematical study of the universe including the earth, the celestial sphere, the solar system, stars, galaxies, and cosmology. (Var.) 4(3-2)

PHY 201 General Physics I: A study of the basic underlying principles of mechanics, which includes uniform and non-uniform motion, static and dynamic equi-

librium, rotation, and the effect of inertia. The laboratory sessions are closely related to the theory with emphasis placed on measurement precision and data error analysis. Prerequisites: MAT 121, MAT 122, and MAT 123 or T-MAT Equivalent. (F) 4(3-3)

PHY 202 General Physics II: This course is a study of the physical theories and phenomena underlying heat and sound. The topics covered in heat are the kinetic theory of gases, temperature scales, heat transfer mechanisms, and other areas of thermodynamics. The topics covered in sound are the theory of wave motion, the media of transfer, and propagation. The laboratory sessions are closely related to the theory with emphasis placed on measurement precision and data error analysis. Prerequisite: PHY 201. (W) 4(3-3)

PHY 203 General Physics III: This course is a study of the fundamental laws, units, and theory governing electricity, magnetism, and optics. Particular topics are the atomistic nature of electricity, static and dynamic forms of electricity, magnetic fields, and phenomena indicating both the particle and wave nature of light and the manner in which they complement each other. The laboratory sessions are coordinated with the theory with emphasis given to the principles involved and the analysis of error in the data. Prerequisites: PHY 202. (S) 4(3-3)

PHY 1040 Applied Physics I: Introduces basic principles of electricity and magnetism: electron theory, magnetism and electromagnetism, series and parallel circuits, and electrical measurement. (W) 2(1-2-0)

PHY 1050 Applied Physics II: Introduces properties and measurement of heat and light and their effect upon matter; properties of solids, liquids, and gases; theory of matter. (S) 2(1-2-0)

PHY 1060 Applied Physics III: Introduces physical principles of force, work, and power; equilibrium and the laws of motion; use of vectors and graphical presentations. (SS) 2(1-2-0)

PLUMBING

PLU 1115 Plumbing Installations: Introduces the tools, fittings, and equipment used by plumbers. Students spend considerable time learning to correctly handle these materials and tools by cutting pipe, threading, caulking, and sweating joints of the various kinds of pipe and tubing. Plumbing installations are made to provide practical applications. Heating devices and the storage and circulation of hot water will be studied. Students practice the installation of various plumbing fixtures and the proper use of traps. Field trips may be taken to study various types of installations. (S) 3(2-3)

POLITICAL SCIENCE

POL 211 United States Government I: Examines the origins of the United States system of government: the English historical roots, the Parliament, Common Law, the jury system, Magna Carta, British Colonial influences, the Enlightenment, weaknesses of the Articles of Confederation, the Constitution. (F, Var.) 3(3-0)

POL 212 United States Government II: Examines the operation of the United States system of government: interest groups, political parties, elections, the committee system of Congress, the executive and the bureaucracy, and the judiciary. Emphasis is placed on the problem solving aspects of governmental operations. Prerequisite: POL 211. (W, Var.) 3(3-0)

POSTAL SERVICE

T-POS 101 Postal History and Organization: Modes of delivery or written communications and merchandise from earlier eras to the present are studied. This study includes the present U.S. Postal Service organization and its functions, policies, procedures, and relationship to other governmental agencies. (Var.) 3(3-0)

T-POS 103 Mail Processing I: Provides an awareness of the interrelated factors necessary to achieve rapid separation of large amounts of mail within specified time and error parameters and on a cost-effective basis. (Var.) 3(3-0)

T-POS 105 Mail Processing II: Provides an in-depth view of revenue determination procedures and flow characteristics involved in receipt, processing, and dispatch of second-, third-, and fourth-class mail. (Var.) 3(3-0)

T-POS 201 Postal Labor-Management Relations: Laws and practices as related to Labor-Management in the Postal Service are reviewed: current status, current problems and issues, national and local agreement, various bargaining units and associations in the U.S. Postal Service, grievance policy and procedure, disciplinary action policy and procedure, and the National Labor Relations Board. (Var.) 3(3-0)

T-POS 202 Postal Service Finance: Auxiliary functions such as office, accounting, administrative, warehousing, and distribution services are studied. Planning of revenues and facilities and the control of operations is emphasized. (Var.) 3(3-0)

T-POS 203 Postal Employee Services: The operation and functions of the Postal Service Personnel office are examined in detail. Policies relative to selection, placement, training, and promotion of employees are reviewed. Salary and wage schedules, insurance and

retirement benefits, awards program, and safety and health policies and procedures are also studied. (Var.) 3(3-0)

T-POS 205 Postal Delivery and Collection: Problems in collecting mail from diverse points and delivering it to collection centers for processing and further delivery to multiple, diverse recipients are studied. The organizational structure and the physical facility of a metropolitan postal system are analyzed. Policies regarding all aspects of collection and distribution are reviewed. (Var.) 3(3-0)

T-POS 206 Postal Customer Services: Reviews all services provided to postal customers, including non-postal services, and training in customer relations and retail marketing techniques. (Var.) 3(3-0)

T-POS 208 Postal Problems Analysis: Situation, problem, decision, consequence, and solution analyses are applied to Postal Service problems. Problems related to personnel selection and evaluation, job classifications, communication, automation, and costs are explored. (Var.) 3(3-0)

PRACTICAL NURSE EDUCATION

PNE 1514 Fundamentals of Nursing: Fundamentals of nursing procedures based on scientific principles, including the historical as well as the legal aspects of nursing are studied. (F) 8(6-4-0)

PNE 1516 Clinical Practice I: This course is designed to provide the student an introduction to the clinical setting and to allow the student to perform simple nursing procedures under the supervision of the nursing instructors. (F) 0(0-0-2)

PNE 1520 Medical/Surgical Nursing I: An introduction to total care of the adult patient, which includes understanding of basic human needs and the nursing process. Physiologic aspects of adult patient care will introduce a brief study of Microbiology. Fluids and electrolyte balances and imbalances will be discussed in relation to medical-surgical problems resulting from interruption of homeostasis. A complete study of preoperative and postoperative care including anesthesia will be covered. A study of patients with general and specific nursing care problems in nosocomial infections, cancer, and diseases and disorders of the respiratory system including communicable diseases will be covered. (W) 5(4-2-0)

PNE 1521 Maternity Nursing: Provides opportunities for the student to learn the nursing care of the maternity patient during the entire maternity cycle, introduces the concept of maternal and family health and the importance of family relationships during the maternity cycle, and assists the student in recognizing the normal and abnormal aspects of pregnancy and birth. The student is exposed to the nursing care of the newborn. Laboratory experience is provided in the clinical setting. (W) 4(4-0-0)

PNE 1522 Pediatrics: Introduces the student to the growth and development of the normal child, the principles of the care of children, behavioral patterns of children in illness, and conditions and diseases both medical and surgical of various ages. (W) 4(4-0-0)

PNE 1524 Clinical Practice II: Provides clinical practice of nursing skills, treatment of selected patients in medical and surgical conditions in the clinical facility, and nursing care of the maternity patient and newborn infant. (W) 6(0-0-18)

PNE 1530 Medical/Surgical Nursing II: This is a complete study of patients with general and specific nursing care problems in diseases and disorders of the cardiovascular, gastrointestinal, urinary, and reproductive systems including cause, treatment, and prevention, and communicable diseases of these systems. (S) 4(4-0-0)

PNE 1533 Clinical Practice III: Continues the study of patients of all ages in medical/surgical conditions, nursing care of children in health and diseases of all ages, nursing care of the maternity patient and the newborn. Includes the study of long term illness and the administration of medications. (S) 6(0-0-18)

PNE 1535 Mental Health Concepts: A course designed to teach the fundamentals of good mental health with exposure to the textbook picture of common psychiatric disorders. Personality structure and development are reviewed. Communication skills and therapeutic relationships are emphasized. (S) 3(3-0-0)

PNE 1540 Medical/Surgical Nursing III: This is a complete study of patients with general and specific nursing care problems with diseases and disorders of the endocrine system, nervous system, the eye and ear, skin and musculo-skeletal system including allergic conditions and communicable diseases of these systems. (SS) 4(4-0-0)

PNE 1541 Issues/Trends: Reemphasizes legal roles of Practical Nursing and prepares the student for graduation and for employment as a Licensed Practical Nurse. The role of continuing education whether voluntary or mandatory is discussed. Introduces student to disaster nursing and the legal role of giving first aid. Certification in Cardio-Pulmonary Resuscitation is included. (SS) 3(3-0-0)

PNE 1542 Long Term Illness: A course designed to teach the student various aspects of a long term illness. Specific diseases common to long term illness and nursing care are covered. The student is introduced to the physical and emotional process of death and dying. The geriatric population and special geriatric needs are

discussed. The concepts of prevention and rehabilitation are developed throughout the course. (SS) 3(3-0-0)

PNE 1543 Clinical Practice IV: Introduces advanced arts and skills of caring for patients of all ages and total patient care of specific diseases. Practice continues in maternity nursing, newborn nursery, pediatrics, special areas, and administration of medications. (SS) 7(0-0-21)

PSYCHOLOGY

D-PSY 100 Applied Psychology: As education changes to keep pace with technology and social development, so must the student adapt and acquire skills he needs for academic and life-long success. This course utilizes the theories of educational psychology with an emphasis on the study of personality, particularly as it relates to one's goals, ideals, and self-concept. (F, W, S, SS) 3(3-0)

PSY 201 General Psychology I: Emphasizes psychology as a science of behavior; man as a biological organism in a social world; man as a motivated person with attitudes, emotions, needs, and desires; and man as a thinking, imagining, reasoning, and learning person. (F, W, S, SS) 3(3-0)

PSY 202 General Psychology II: This course continues the study of behavior with emphasis on various theories of personality development and how they relate to adjustive behavior. Prerequisite: PSY 201 or permission of the instructor. (W, S, SS) 3(3-0)

PSY 231 Child Growth and Development: Introduces the principles of growth and the development of the child, beginning with prenatal factors. Biological, emotional, social, and intellectual aspects are examined. Prerequisite: PSY 201. (S) 3(3-0)

PSY 1060 Industrial, Community, and Personal Relations: A study to promote a clear understanding of the basic principles of human psychology, particularly as applied to the personal relations involved in successfully holding and performing a job in modern industry. (S) 2(2-0-0)

READING

RED 90 Reading Skills Lab: This lab is an individualized, self-paced course for the student with deficiencies in the very basic reading skills as determined by scores on the admissions tests. Each student's strengths and weaknesses are diagnosed and a prescription of specific sequential skills for mastery is written for each student. Graded on a pass/repeat basis. (F, W, S, SS) 1*(0-3)

RED 91 Fundamentals of Reading: This course is designed to strengthen the student's basic reading skills: word attack, word recognition, and comprehension. Vocabulary building and listening skills will also be emphasized. This course utilizes whole-class and individual-instruction methods and is designed to be a one-quarter course, although upon recommendation, a student may continue into a second quarter. Graded on a pass/repeat basis. (F, W, S, SS) 3*(3-1)

D-RED 100 Advanced Reading: This course is designed to refine existing skills in reading which are necessary for competent and efficient work in college level courses. Areas emphasized are evolution of the language, reading mechanics and theories, critical reading skills, developing speed and flexibility, and vocabulary expansion through the study of Latin and Greek affixes and roots. (F, W, S, SS) 3(3-1)

SOCIOLOGY

SOC 100 Introduction to Social Work: Beginning study of the profession of social work with special emphasis given to the purpose and settings where social work is practiced as well as an exploration of career possibilities. (Var.) 3(3-0)

SOC 201 Introduction to Sociology I: Introduces the essential concepts and principles of sociology including an analysis of the structure and function of society and culture, personality, socialization, role, status, social control and deviation, social groups, institutions, and the family. (F, Var.) 3(3-0)

SOC 202 Introduction to Sociology II: This course continues the study of social organizations and includes the processes of social interaction, concepts of human ecology, social and cultural change, and social movements. Prerequisite: SOC 201 or permission of the instructor. (W, Var.) 3(3-0)

SOC 203 Introduction to Social Welfare: A pre-professional course designed to introduce the broader system of social welfare services and institutions. Concepts of human services and service delivery will be introduced. (Var.) 3(3-0)

SOC 204 Fundamentals of Interviewing: Introduces the interview as a basic tool in social welfare practice. Consideration is given to understanding the interviewee, understanding oneself as the interviewer, implications of cultural background for the interview, basic attitudes in interviewing, and methods and skills in interviewing. (Var.) 3(3-0)

SOC 206 Marriage and the Family: Analyzes sexuality, sex roles, courtship, mate selection, procreation; traces and analyzes developing forms and functions of family relationships; and studies the effects of contemporary social changes in family life. (S) 3(3-0)

*Denotes preparatory credit (non-transferable).

SPANISH

SPA 101 Elementary Spanish I: Introduces the basics of Spanish pronunciation, grammar and civilization. Emphasis is placed on developing the skills of speaking, reading, writing and comprehending the language. Topics include present tense verbs, cardinal numbers, weather, dates and the correct usage of pronouns and adjectives. No previous study of Spanish is required. (F) 3(3-1)

SPA 102 Elementary Spanish II: This is a continuation of SPA 101. Topics include object pronouns, commands and the perfect and imperfect tenses. Prerequisite: SPA 101 or equivalent. (W) 3(3-1)

SPA 103 Elementary Spanish III: This is a continuation of SPA 102. Topics include reflexive verbs, the formation of present and past participles and the future, conditional, present subjunctive and perfect tenses. Prerequisite: SPA 102 or equivalent. (S) 3(3-1)

SPA 151 Intermediate Spanish I: Reviews and expands elementary grammar concepts. Develops an increased vocabulary with emphasis on reading, writing, speaking and comprehension skills. Furthers understanding of Spanish culture through literary works and conversations. Prerequisite: Two years of high school Spanish, SPA 101-103 or equivalent. (F) 3(3-1)

SPA 152 Intermediate Spanish II: This is a continuation of SPA 151. Topics include a study of the subjunctive and its four verb tenses and a study of the uses of simple and compound prepositions. Excerpts from *Don Quixote* are read. Prerequisite: SPA 151 or equivalent. (W) 3(3-1)

SPA 153 Intermediate Spanish III: This is a continuation of SPA 152. Topics include a study of adjectives and adverbs, the passive voice and Spanish idiomatic expressions. An oral presentation is given. Prerequisite: SPA 152 or equivalent. (S) 3(3-1)

SPA 200 Selected Readings in Spanish: This is a course for those able to read Spanish literature. Selections of short stories and drama will be used and literary interpretations will be included. Prerequisite: Three years of high school Spanish or the completion of SPA 153. (Var.) 3(3-0)

SPEECH

SPH 101 Oral Interpretation: Reviews vocal and auditory mechanisms and exercises in phrasing, projection, pitch, and rate. Emphasizes vocal variety through the oral interpretation of non-dramatic literature. (F, W, S, SS) 3(3-0)

SPH 102 Voice and Diction: Emphasizes the separate sounds of speech through the study of the manner and placement of the articulators as each of the forty-five American English phonemes are formed; standard general American and regional pronunciation. (F, W, S, SS) 3(3-0)

SPH 103 Introduction to Phonetics: A study of the International Phonetic Alphabet as used in standard general American and regional speech. Note: This course does not normally satisfy humanities requirement for graduation. (S, SS) 3(3-0)

SPH 201 Public Speaking: Requires speech preparation and delivery and provides practical training in presentation of short speeches. (F, W, S, SS) 3(3-0)

SURGERY

SUR 1101 Introduction to Operating Room: This is an introductory course devoted to developing an understanding of the principles of operating room techniques and to acquiring fundamental skills essential to assisting in the operating room. Instruction includes environmental and personal orientation; weights and measures; anesthesia; operating room procedures; operating room techniques; operating room personnel duties; and ethical, moral and legal responsibilities. (Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it.) (W) 6(5-2-0)

SUR 1102 Surgical Procedures I: This course includes procedures for general surgery, obstetrics and gynecology, opthalmology, otorhinolaryngology, plastic surgery, oral surgery, urology, orthopedic surgery, thoracic surgery, and cardiovascular and peripheral vascular surgery. (Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it.) (S) 10(9-2-0)

SUR 1103 Surgical Procedures II: This course is a continuation of Surgical Procedures I and includes procedures for general surgery, obstetrics and gynecology, opthalmology, otorhinolaryngology, plastic surgery, oral surgery, urology, orthopedic surgery, thoracic surgery, and cardiovascular and peripheral vascular surgery. Prerequisite: SUR 1102. (Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it.) (SS) 10(9-2-0)

SUR 1104 Clinical Procedures I: The student is given an opportunity to demonstrate in an actual clinical situation his ability to assist a surgeon in the procedures learned in the classroom. (Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it.) (S) 5(0-0-15)

SUR 1105 Clinical Procedures II: This course provides students with a continuing opportunity to prac-

tice their clinical skill in an actual clinical situation, with supervision and critique of procedures. Prerequisite: SUR 1104. (Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it.)
(SS) 7(0-0-21)

SUR 1106 Seminar I: This seminar time will be used to review experiences received in Surgical Procedures and Clinical Procedures I. (Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it.)
(S) 3(3-0-0)

SUR 1107 Seminar II: This seminar time will be used to review experiences received in Surgical Procedures and Clinical Procedures II. (Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it.) (SS) 3(0-0-3)

SUR 1110 Nursing Procedures: This includes transport, positioning, and skin preparation of the surgical patient, and procedures for meeting patients' basic needs through simple nursing care, observation and reporting. (Note: This course is part of the self-contained Surgical Technology program; therefore, only students in that program may register for it.) (W) 6(5-2-0)

TECHNOLOGY

T-TEC 201 Technical Report Writing I: Introduces fundamentals of technical writing. Exercises in developing skills, techniques, graphic devices, and writing business correspondence are completed by the student. Prerequisites: ENG 101 and ENG 102.
(W) 2(2-0)

T-TEC 202 Technical Report Writing II: In this course, students study reports and proposals. Exercises in writing special elements of reports are completed by the student. Practical application in the preparation of a full-length technical report is required of each student at the end of the term. Prerequisite: T-TEC 201.
(S) 2(2-0)

WELDING

WLD 1101 Basic Gas Welding: The course is designed to teach the air conditioning and refrigeration student basic elements of gas welding. The emphasis will be on light welding, brazing, silver soldering, and soft soldering. Shop safety will be stressed in this course.
(S) 1(0-0-3)

WLD 1401 Basic Welding: This course is designed to acquaint automotive mechanic and machinist trade students with basic welding principles and techniques. Instruction includes welding shop safety, proper use of equipment, gas welding and brazing, oxygenacetylene cutting, and arc welding. (Var.) 3(2-0-3)

A GLOSSARY OF COA TERMS

Academic Calendar: Appears in the first few pages of the current catalog. Gives important dates for each quarter. For example, last day to drop without penalty, holidays, graduation, etc.

Admission: Fulfilling all entrance requirements by completing your admissions file — application, high school transcript or GED score, and all other college transcripts — before you sign up for classes.

Advisor: The instructor or counselor to whom you are assigned to help you register for the correct classes. A primary information and source of help. All drop/adds and withdrawals are initiated with your advisor.

Application to graduate: A form that all students must complete with their advisor 6 months before they plan to graduate.

Audit: Provides you with a chance to try a course without flunking it. No grade or credit is awarded, and exams are not usually required. Attendance is necessary. Must be declared at the time of registration.

Catalog: The main publication of COA. Contains all policies, procedures, as well as academic and financial information. Sometimes called, "the book." Your contact with COA that you need to read and understand.

Change of Program: Changing from one degree or diploma program to another; for example, from liberal arts college transfer to business administration technology. In some program changes your grade point average may change for graduation purposes.

CLEP (College Level Examination Program): One type proficiency exam which students can take to earn college credit for extensive knowledge.

College transfer: One of four major instructional divisions. Implies the first two years of a four-year bachelor's degree.

Counselor: Not like a principal or psychiatrist but a professional with whom you can talk in confidence about any type problem. There are several at COA.

Cooperative education: Combining classroom instruction with a part-time job related to your area of study.

Credit hour: A unit of academic credit. Students must earn a certain number of credits (depending on the program) to graduate. Usually the number of credit hours for a course indicates the number of hours per week you will be in that specific class.

Curriculum code: A "C," "T," "V," or "G" (which respectively stands for college transfer, technical, vocational, or general/special credit) followed by three numbers as in C011, T018, V032, and G030. Refers to one's program of study.

CWSP: College Work-Study Program — One of several sources of financial aid for students.

Dean: There are four at COA. The Dean of Instruction is responsible for all academic programs. The Dean of Administrative Services handles all business office, food services, and buildings and grounds responsibilities. The Dean of Student Development is responsible for a wide range of student related services from admissions through graduation including counseling and student activities. The Dean of College Advancement is responsible for activities related to institutional planning and fund raising.

Department number/Course number/Section number: Best explained by example:

*1Dept.	*2Course	*3Section	*4course Title
BIO	101	5	*General Biology I*
TDFT	206	1	*Design Drafting*
AUT	1110	2	*Auto Electrical System*

*1The department number found in the course description section of the catalog is always 3 or 4 (all caps) letters.
*2Course numbers are always 2, 3, or 4 digits.
*3Section numbers appear on class schedules since courses are usually offered more than once each quarter. When you register, a section number must be entered on your class schedule.

Drop/add: If you have signed up for a course you do not need or if that class is cancelled, you must complete a Registration Change Notice with your advisor. Same applies if you need to add.

Divisions: Three instructional divisions each headed by an associate dean. These include college transfer, occupational, and adult or continuing education.

Elective: A course that is accepted toward fulfillment of credit for a degree but is not necessarily required for that degree, so termed because you "elect" or choose to take the course.

G.E.D.: General Educational Development. A nationally recognized high school equivalency diploma awarded for successfully completing the GED test.

G.P.A.: Grade point average. Obtained by dividing the total number of points assigned to the letter grades you have earned by the total number of credit hours you have attempted in a given period. Same as quality point average.

"I" grade: A deficiency in the quantity of work accomplished. Given only when circumstances do not justify giving a specific grade. Must be removed by the end of the quarter following the one in which the incomplete (I) was received, regardless of whether or not the student is officially enrolled (includes Summer Quarter). If not removed within this time, the Incomplete (I) becomes a Failure (F).

ID Card: The card you receive when you pay your tuition and fees at each registration period. Identifies you as a full-time student and allows you free admission to most COA events.

Intramurals: Organized athletic events and teams of COA students and sometimes staff. Lots of fun. Join them.

LRC: The Learning Resource Center. More commonly known as the library.

Major: The academic area in which you specialize. It is the same as curriculum and program of study.

Pell (Pell Grant): Formerly the Basic Education Grant which is available for certain income level students.

Perkins Loan (formerly NDSL): Used to be called National Defense Student Loan. A source of borrowing money for college. Must be repaid by the student.

Placement test: A 2 1/2 hour exam on reading, math, and English required of most curriculum students. Used primarily for course-level placement.

Prerequisite: A course which must be completed before you can register for a more demanding or higher numbered course.

Proficiency exams: Taken to earn college credit for subjects in which you already have extensive knowledge.

Quarter: A year at COA is divided into four quarters of 11 weeks each. These are known as Fall, Winter, Spring and Summer Quarters.

Registration: The period before each quarter begins when you sign up for your courses and pay fees. Not to be confused with "admission." You must register each quarter.

SAR: Student Aid Report.

Sequence: A continuous series of courses to be taken in a specific order.

Student Senate: The student governing body that utilizes the student activity fees to plan activities and special events during the year.

Technical: Implies a two-year, normally-terminal, career-oriented degree program. Drafting and Design Technology and General Office Technology are examples.

Used Bookstore: Operated by the Nu Nu Chapter of Phi Theta Kappa, National honor fraternity. Its purpose is to provide a used bookstore for students. Used books may be bought and left on consignment for resale.

Vocational: Refers usually to one-year trade program at COA. A diploma is awarded upon the completion of a vocational trade such as automotive mechanics, practical nursing, and cosmetology.

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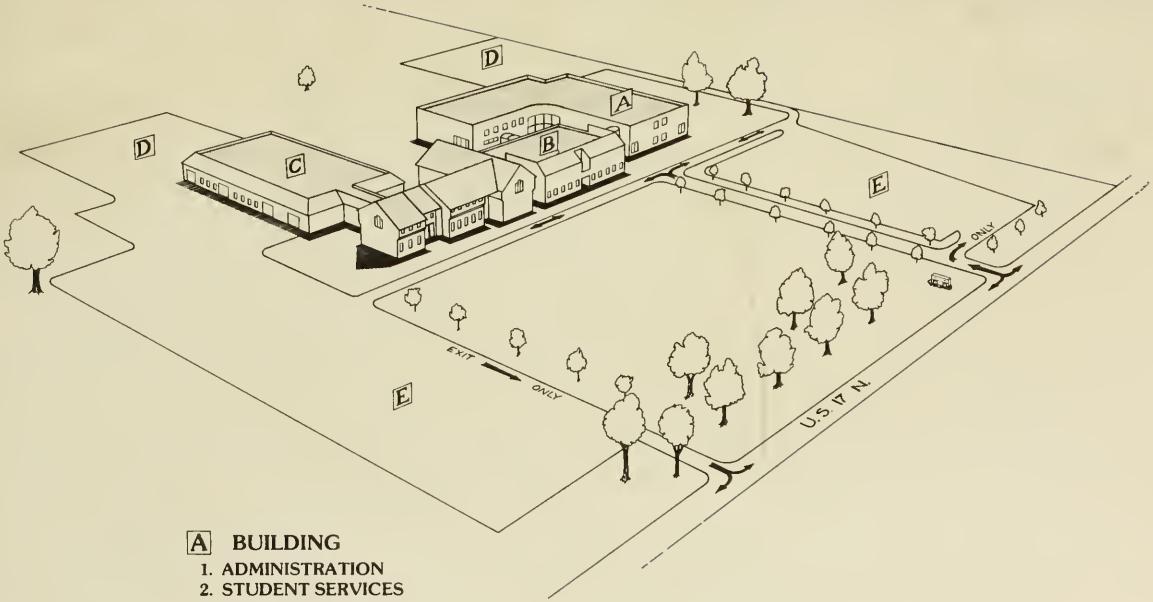

A BUILDING

1. ADMINISTRATION
2. STUDENT SERVICES
3. BOOK STORE
4. CLASS ROOMS
5. STUDENT CENTER

B BUILDING

1. LEARNING RESOURCES CENTER
2. LECTURE AUDITORIUM
3. CLASS ROOMS

C BUILDING

1. VOC-TEC DIRECTOR
2. SHOPS-LABS
3. CLASS ROOMS

D EMPLOYEE PARKING

E STUDENT-VISITOR PARKING

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